

THE AMERICAN School Board Journal

VOL. XI.

NEW YORK—CHICAGO—MILWAUKEE, JULY, 1895

No. 1.

HAIL TO THE DENVER N. E. A. MEETING.



RAPHAEL'S SCHOOL OF ATHENS MODERNIZED.

W. B. POWELL. STANLEY HALL. DR. N. M. BUTLER. WM. T. HARRIS. T. B. LEWIS. A. B. POLAND.
B. A. HINSDALE. CHRISTINE SULLIVAN. J. M. CARLISLE. F. McMURRY. S. T. BLACK. MRS. A. J. PEAVEY. ELMUND STANLEY. N. A. CALKINS.
J. M. GREENWOOD. PRES. ELIOT. A. P. MARBLE. ESTELLE REEL. LUCY WHEELOCK. A. G. LANE. ZACHARIAS RICHARDS. AARON GOVE. EMMA BATES. H. R. CORBETT.
O. T. BRIGHT.



PROGRAM OF THE NATIONAL EDUCATIONAL ASSOCIATION.

Denver, Colorado, July 9th to 12th, 1895.

GENERAL SESSIONS.

Tuesday, July 9th, 2:30 p. m.: Addresses of welcome by Superintendent Aaron Gove, Chairman of the Denver Local Executive Committee; Gov. A. W. McIntire, of the State of Colorado; Mrs. A. J. Peavey, State Superintendent of Public Instruction; and by Mayor McMurray. Official responses by the President, Secretary, and Chairman, of the Board of Trustees of the National Educational Association. The Place of Art in Education, by President James MacAlister, Drexel Institute, Philadelphia, Pa. The Next Step in the Education of the Indian, by Dr. W. N. Hailman, Supt. of Indian Schools, Washington, D. C.

8:00 p. m.: President's address: What Knowledge is of Most Worth, by Prof. Nicholas Murray Butler, Columbia College, New York, N. Y. Demonstration, with a class of children, of physical exercises suitable for the school room, by Jacob Schmidt, Director of Physical Training, Denver, Col.

Wednesday, July 10th, 9:45 a. m.: Appointment of Committees. Co-ordination of Studies in Elementary Education. 1. The Principles Upon Which Co-ordination Should Proceed, by President Charles De Garmo, Swarthmore College, Swarthmore, Pa. 2. What Has Been Accomplished in Co-ordination in the Field of Natural Science, by Prof. Wilbur S. Jackman, Cook County Normal School, Englewood, Ill. 3. What Has Been Accomplished in Co-ordination in the Field of History and Literature, by Prof. Charles McMurry, Illinois Normal University, Normal, Ill. Discussion: To be opened in ten-minute speeches by Prof. B. A. Hinsdale, University of Michigan, Ann Arbor, Mich.; Edward D. Farrell, Assistant Superintendent of Schools, New York, N. Y.; James L. Hughes, Inspector of Schools, Toronto, Canada.

8:00 p. m. Address: Education According to Nature, Chancellor W. H. Payne, University of Nashville, Nashville, Tenn. Music. Address: The Teacher as a Student, Dr. James M. Milne, State Normal School, Oneonta, N. Y.

Thursday, July 11th, 9:45 a. m.: Report of Committee on Nominations, and Election of Officers. The Duty and Opportunity of the Schools in Promoting Patriotism and Good Citizenship. 1. New Standards of Patriotic Citizenship, George H. Martin, Supervisor of Schools, Boston, Mass. 2. The Study of American History as a Training for Good Citizenship, D. B. Johnson, Principal of the Winthrop Training School, Columbia, South Carolina. 3. The Ethical Element in Patriotism, A. P. Marble, Superintendent of Schools, Omaha, Nebraska. Discussion: To be opened in ten-minute speeches by W. C. Warfield, Superintendent of Schools, Covington, Kentucky; C. B. Gilbert, Superintendent of Schools, St. Paul, Minnesota; Wm. Richardson, Superintendent of Schools, Wichita, Kansas.

8:00 p. m. Report of Committee on Necrology. Address: Effect of the Doctrine of Evolution upon Educational Theory and Practice, by Prof. Joseph Le Conte, University of California, Berkeley, California.

Friday, July 12th, 9:45 a. m.: Miscellaneous Business. The Instruction and Improvement of Teachers now at Work in the Schools. 1. By Teachers' Institutes, by Prof. Arvin D. Olin, State University, Lawrence, Kansas. 2. By Teachers' Classes, by Prof. Earl Barnes, Stanford University, Palo Alto, California. 3. By Teachers' Reading-Circles. By L. H. Jones, Superintendent of Schools, Cleveland, Ohio. Discussion: To be opened in ten-minute speeches by Mrs. A. J. Peavey, State Superintendent of Public Instruction, Denver, Colorado; Principal James M. Green, State Normal School, Trenton, New Jersey; N. C. Schaeffer, State Superintendent of Public Instruction, Harrisburg, Pennsylvania; W. R. Kirk, State Superintendent of Public Instruction, Jefferson City, Missouri.

8:00 p. m. Report of Committee on Resolution. Address: The Education of Public Opinion, by Hamilton W. Mabie,

New York, N. Y. Address: Educational Values, by Pres. James H. Baker, University of Colorado, Boulder, Colorado.

DEPARTMENT OF KINDERGARTEN EDUCATION.

Sessions in Trinity M. E. Church. Miss Lucy Wheelock, President, Boston, Mass.; Miss Mary C. McCulloch, Vice-President, St. Louis, Mo.; Miss Agnes MacKenzie, Secretary, London, Ont.

Wednesday, July 10th, 3:00 p. m. 1. The Kindergarten Settlement, by Miss Amalie Hofer, Chicago, Illinois. 2. The Work of the Pestalozzi-Froebel Haus, by Mrs. S. H. Harriman, Providence, R. I. 3. The Kindergarten and the Home, by Mrs. James L. Hughes, Toronto, Canada. 4. Mothers' Meetings: How to Conduct them. Ten-minute papers, by Miss Mary C. McCulloch, St. Louis, Mo.; Miss Wilhelmina T. Caldwell, Denver, Colorado; Miss Laura E. Teft, Greeley, Colorado. 5. Business: Appointment of Committees.

Thursday, July 11th, 3:00 p. m. 1. Comparison of the Educational Theories of Froebel and Herbart, by James L. Hughes, Toronto, Canada. Discussion opened by Mrs. Eudora L. Hailman, Washington, D. C. 2. Elements of Culture in the Kindergarten, by Hamilton W. Mabie, New York, N. Y. 3. A Knowledge of the Kindergarten Indispensable to Primary Instruction, by Superintendent B. C. Gregory, Trenton, New Jersey. Discussion opened by Miss Sarah L. Arnold, Minneapolis, Minnesota. 4. Business: Reports of Committees and Election of Officers.

Local Committee of Department of Kindergarten Education: Mrs. Ione T. Jones, Miss Wilhelmina T. Caldwell, Hon. Horace M. Hale, Mrs. N. P. Hill.

DEPARTMENT OF ELEMENTARY EDUCATION.

Sessions in Trinity M. E. Church. F. Traudt, President, Youngstown, Ohio; Miss N. Cropsey, Vice-President, Indianapolis, Ind.; W. C. Warfield, Secretary, Covington, Ky.

Thursday, July 11th, 3:00 p. m. 1. Higher Education and the Elementary Teacher, by Wm. H. Davidson, Superintendent Public Schools, Topeka, Kansas. 2. Nature Study and Literature, by Miss Sarah L. Arnold, Supervisor of Primary Schools, Minneapolis, Minn. Discussion opened by S. T. Dutton, Superintendent Public Schools, Brookline, Mass. 3. The Next Step in our Primary Schools, by Dr. J. M. Rice, New York. Discussion opened by James McGinnis, Superintendent of Schools, Owensboro, Ky. 4. Business: Appointment of Committees.

Friday, July 12th, 3:00 p. m. 1. Departmental Teaching in Grammar Grades, by J. M. Fendley, Principal Avenue "L" School, Galveston, Texas. Discussion opened by J. J. Burns, Superintendent of Public Schools, Canton, Ohio. 2. Scientific Temperance Instruction in Elementary Schools, by Mrs. Mary H. Hunt, Boston, Mass. 3. Business: Reports of Committees and Election of Officers.

Local Committee of Department of Elementary Education: Miss Kate N. Hinman, Mrs. Frona R. Houghan, Miss Julia M. Mitchell.

DEPARTMENT OF SECONDARY EDUCATION.

Sessions in Assembly Room, High School, District Number One. W. H. Smiley, President, Denver, Colo.; Miss Harriet L. Keeler, Vice President, Cleveland, Ohio; C. H. Thurber, Secretary, Hamilton, N. Y.

Wednesday, July 10th, 3:00 p. m. 1. President's Address, by William H. Smiley, Principal High School, District Number One, Denver, Colorado. 2. Should Electives in High Schools be in Courses or Subjects? by O. D. Robinson, Principal of the High School, Albany, New York. Discussion led by Frederick W. Atkinson, Principal of High School, Springfield, Mass. 3. What Action ought to be taken by Universities and Secondary Schools to promote the Introduction of the Programmes recommended by the Committee of Ten? By Universities, by Professor William

Carey Jones, University of California, Berkeley, California. By Secondary Schools, Paper by F. L. Bliss, Principal High School, Detroit, Michigan. Discussion led by Dr. B. A. Hinsdale, University of Michigan, Ann Arbor, Mich. 4. Appointment of Committees and Miscellaneous Business.

Thursday, July 11th, 3:00 p. m. 1. First Year Science in High Schools—Its Possibilities and Difficulties. (a) On Biology, by O. S. Westcott, Principal of the North Division High School, Chicago, Illinois. (b) On Physical Geography, by Edward L. Harris, Principal of the Central High School, Cleveland, Ohio. General Discussion. 2. Do not the Recommendations made by the Head Masters' Association concerning certain Admission Requirements in Latin and Greek deserve prompt and general adoption by the Colleges? by James C. Mackenzie, J. h. D., Head Master of Lawrenceville School, New Jersey. General Discussion. 3. Opportunities for Ethical Instruction, by B. C. Mathews, High School, Newark, N. J. 4. Reports of Committees and Election of Officers.

Local Committee of Department of Secondary Education: Mr. Ed. F. Hermans, Mr. Edgar R. Downs, Mr. Fred. T. Clark.

DEPARTMENT OF HIGHER EDUCATION.

Sessions in High School, District Number One. James H. Baker, President, Boulder, Colorado; John F. Crowell, Vice-President, New York City; Horace Goodhue, Secretary, Northfield, Minn. Executive Committee: John F. Bradley, Jacksonville, Ill.; Wm. F. King, Mount Vernon, Iowa; John B. Kieffer, Lancaster, Pa.

Thursday, July 11th, 3:00 p. m. 1. Organization of the University of Toronto, by Prof. W. H. Fraser, University of Toronto. 2. The Future Organization of Higher Education in America. Prof. Richard T. Ely, University of Wisconsin. 3. Business: Appointment of Committees.

Friday, July 12th, 3:00 p. m. 1. Conservative View of College Electives, by Member of Faculty, Yale University. 2. The Relation of a College Course to the Professional Schools, by Member of Faculty, University of California. 3. Standard of Admission to Professional Schools, by J. N. Hall, M. D., Secretary State Board of Medical Examiners. 4. Business: Reports of Committees and Election of Officers.

Local Committee of Department of Higher Education: Dr. W. F. Slocum, Rev. John N. Freeman, Dr. J. R. Brackett.

DEPARTMENT OF NORMAL EDUCATION.

Sessions in High School, District No. Two. James M. Green, President, Trenton, N. J.; Z. X. Snyder, Vice President, Greeley, Colo.; C. C. Van Liew, Secretary, Normal, Ill.

Wednesday, July 10th, 3:00 p. m. 1. Opening Exercises, Announcements. 2. Discussion: Psychology for Normal Schools, President, Z. X. Snyder, State Normal School, Greeley, Colorado; Prof. M. V. O'Shea, State Normal School, Mankato, Minn. 3. Discussion: The Real Province of Method. President, James M. Milne, State Normal School, Oneonta, N. Y.; Prof. Howard Sandison, State Normal School, Terre Haute, Ind. 4. Business: Appointment of Committees.

Friday, July 12th, 3:00 p. m. 1. Discussion: Organization of Training Schools, and Practice Teaching, Miss Kate D. Stout, State Normal School, Trenton, New Jersey; Prof. J. N. Wilkinson, State Normal School, Emporia, Kansas. 2. Discussion: Concentration or Coordination of Studies in the Normal School. State Superintendent N. C. Schaeffer, Harrisburg, Pa.; President John W. Cook, State Normal University, Normal, Ill. 3. Business: Reports of Committees and Election of Officers.

Local Committee of Department of Normal Education: Prof. James H. Hays, Hon. J. W. McCreery, Hon. J. C. Shattuck.

DEPARTMENT OF ART EDUCATION.

Sessions in North Side High School, District Number Seventeen: Charles M. Carter, President, Denver, Col.; Miss Sara Fawcett, Vice President, Newark, N. J.; Miss Wilhelmina Seegmiller, Secretary, Allegheny City, Pa.

Wednesday, July 10th, 3:00 p. m. 1. President's Address. 2. How to Make Use of Museum Collections, by Halsey C. Ives, Director St. Louis Museum of Fine Arts, Late Chief of the Art Department of the World's Columbian Exposition. 3. Art of the Illustrated Press—Its Use Educationally, by Montague Marks, Editor of the *Art Amateur*, New York. 4. Discussion of the Preceding Papers. 5. Round Table Discussion. Subject: Light and Shade Drawing in Primary and Grammar Schools. Discussion led by Miss Wilhelmina Seegmiller, Allegheny City, and Wm. Woodward, Director Art Department, Tulane University, New Orleans. 6. Appointment of Committees.

Friday, July 12th, 3:00 p. m. 1. The Aims of Art Education in General Education, by John S. Clark, Director of Prang's Normal Art Classes, Boston. Discussion led by James L. Hughes, Inspector, Toronto, Canada; Col. Francis W. Parker, Cook County Normal School, Chicago; Miss Katherine Ball, Director of Drawing, San Francisco; Walter S. Goodough, Director of Drawing, Brooklyn, New York. 3. Round Table Discussion. Subject: Methods of Teaching. Discussion led by Mrs. Matilda E. Riley, Supervisor of Drawing, St. Louis. 4. Election of Officers and other business.

Local Committee of Department of Art Education: Dr. K. W. Strong, Mr. F. E. Phillips, Miss Emily H. Miles, Miss Grace S. Tisdale, Mr. J. W. Robertson.

DEPARTMENT OF MUSIC EDUCATION.

Sessions in First Baptist Church: N. Coe Stewart, President, Cleveland, Ohio; Geo. Carothers Young, Vice President, Salt Lake City, Utah; Miss Mary A. Grandy, Secretary, Sioux

City, Iowa. Committee on Children's Songs. N. L. Glover, Chairman, Akron, Ohio; Herbert Griggs, Denver, Col.; H. H. Johnson, Mansfield, Ohio; Miss Linn M. Hawn, Saginaw, Mich.; P. C. Hayden, Quincy, Ill.; Miss Nannie C. Love, Muncie, Ind.; Miss Eleanor Smith, Cook County Normal, Chicago, Ill.; John H. Brookhaven, College of Music, Cincinnati, Ohio; J. H. Elwood, San Jose, California; P. M. Bach, Colorado Springs, Col.; F. H. Pease, Ypsilanti, Mich.; W. S. Tilden, Framingham, Mass. The music rendered at the first General Meeting and at the Department Meetings is under the special direction of the Denver Local Music Committee.

Wednesday, July 10th, 2:30 p. m.: Organ Voluntary. Vocal Quartette. Prayer. 1. President's Address, by N. Coe Stewart, Cleveland, Ohio. 2. The Purpose of Music Study in the Public Schools, by Dr. E. E. White, Columbus, Ohio. 3. How do Pupils Learn to Know, and Learn to Do, in Music Study, by C. H. Congdon, Supervisor of Music, Minneapolis, Minn. Music. 4. A Course in Music for the Public Schools, by A. J. Gantvoort, College of Music, Cincinnati, Ohio. 5. (a) Children's Voices, by Miss Linn M. Hawn, Supervisor of Music, Saginaw, Mich.; (b) Children's Songs, by Miss Fannie Arnold, Supervisor of Music, Omaha, Neb. 6. A Class in Song Singing, under direction of Mr. W. J. Whiteman, Supervisor of Music, District Number Two, Denver. 7. A Lesson Introducing the Scale, Method of Tone-Drilling, by S. H. Lightner, Supervisor of Music, Youngstown, Ohio. 8. Discussion of the afternoon papers and exercises, opened by Superintendent F. Treudley, of Youngstown, Ohio. New topics discussed and questions answered. 9. Business: Appointment of Committees.

Thursday, July 11th, 2:30 p. m.: 1. The Relation of Music to Other Branches of Study, by Miss Sarah L. Arnold, Supervisor of Primary Instruction, Minneapolis, Minn. 2. The Mechanics of Music, and the Brain of Music, by Theodore H. Johnston, West High School, Cleveland, Ohio. 3. Vocal Harmony: A Plea for an Oral Language with Which to Express Our Thoughts in Music, by H. E. Holt, Supervisor of Music in Public Schools, Boston, Mass. 4. Class Showing Methods in Music. In charge of Herbert Griggs, Supervisor of Music, District Number One, Denver, Col. 5. Obligation of Boards of Education, and of the State, to Provide for the Best Development of the Children in the Public Schools, by Wood F. Townsend, Pueblo, Colorado. 6. A Lesson in Time: Tone Lengths, Showing Method of Teaching and Drill, by N. L. Glover, Supervisor of Music, Akron, Ohio. Discussion of the Afternoon Papers and Exercises, opened by Superintendent J. C. Hartzler, Newark, Ohio. 7. Report of Committee of Twelve on Children's Songs. 8. Election of Officers. Makers of verses and music composers throughout the United States are invited and requested to compose and select songs for the various occasions as they may elect, and send them to President N. Coe Stewart, Cleveland, Ohio, to the end that suitable and graded series of songs for real musical development may eventually be prepared.

Local Committee of Department of Music Education: Rev. W. S. Priest, Mrs. Henry Hanington, Mrs. John H. Dennison. DEPARTMENT OF MANUAL AND INDUSTRIAL EDUCATION.

Sessions in Manual Training High School: E. R. Booth, President, Cincinnati, Ohio; A. N. Ebaugh, Vice President, Baltimore, Md.; Chas. D. Larkins, Secretary, Brooklyn, N. Y.

Wednesday, July 10th, 3:00 p. m. 1. President's Address: The Philosophy of Manual Training. 2. Influence of Hard Work on Character, by President Charles A. Keys, of the Throop Polytechnic Institute, Pasadena, Cal. 3. Changed Social and Industrial Conditions Make Manual Training Necessary, by Principal A. P. Robinson, English, High and Manual Training School, Chicago, Ill. Discussion by Principal C. A. Bradley, Manual Training and High School, Denver, Col. 4. Productive Manual Training, by Principal H. B. Frissel, Normal and Agricultural Institute, Hampton, Va. 5. Business: Appointment of Committees.

Thursday, July 11th, 3:00 p. m. 1. Individualism in Manual Training Schools, by Superintendent P. V. Search, Los Angeles, Cal.; Discussion by Prof. H. S. Herring, Johns Hopkins University, Baltimore, Md. 2. The Education of Seven Million Americans, by Principal Ella A. Warner, Schofield Normal and Industrial School, Aiken, S. C. 3. Industrial Training as Applied to Indian Schools, by Superintendent M. H. Pratt, U. S. Indian School Service, Carlisle, Pa. 4. Report of Committees, Election of Officers, etc. If time will permit, each paper will be followed by a discussion. A Round Table conference will probably be held, due notice of which will be given.

Local Committee of Department of Manual and Industrial Education: Mr. Chas. A. Bradley, Prof. James W. Lawrence, Mr. Louis Sayer.

DEPARTMENT OF BUSINESS EDUCATION.

Sessions in Y. M. C. A. Hall, Kittredge Building, Corner Sixteenth and Glenarm Streets: J. M. Mehan, President, Des Moines, Iowa; A. S. Osborn, First Vice President, Rochester, N. Y.; Mrs. E. E. Childs, Second Vice President, Springfield, Mass.; Howard Champlin, Third Vice President, Cincinnati, Ohio; W. E. McCord, Secretary and Treasurer, New York City. Executive Committee: Frank Goodman, Chairman, Nashville, Tenn.; G. W. Brown, Jacksonville, Ill.; Chas. M. Miller, New York City.

Wednesday, July 10th, 2:30 p. m.: 1. President's Address, by J. M. Mehan, Des Moines, Iowa. 2. Exchangeable Value of the Alliance Business Educators' Association with the National Educational Association, by Mrs. Sara A. Spencer, Washington, D. C. 3. Educational Status of the Business College, by G. W. Brown, Jacksonville, Ill. 4. Business Colleges in their Relation to Business Men. (a) As Learners. (b) As Teachers. By S. S. Packard, New York City. 5.



Guaranteeing Positions or Fraudulent Advertising, by J. W. Warr, Moline, Ill. 6. Ethical Principles and Higher Work Involved in Closing Books and Auditing Accounts, by Geo. Soule, New Orleans, La. 7. Business Writing, by A. N. Palmer, Editor *Western Penman*, Cedar Rapids, Iowa. 8. Bookkeepers and Business Practice, Doing Business from the Start, by W. H. Sadler, Baltimore, Md. 9. The Ideal Business Man, by W. C. Isbell, Terre Haute, Ind. 10. Business: Appointment of Committees.

Friday, July 12th, 2:30 p. m. 1. Merits and Demerits of Vertical Writing, by Daniel T. Ames, Editor *Penman's Art Journal*, New York City; by G. W. Brown, Jacksonville, Ill. 2. Intercommunication—Its Benefits. By G. W. Elliott, Burlington, Iowa. 3. Shorthand and Typewriting, by W. A. Woodworth, Denver, Colo. 4. Practical Writing in Public Schools. (a) Duties of Special Penmen. (b) Duties of Regular Teacher, by A. C. Webb, Nashville, Tenn. 5. Arithmetic in Business Colleges. (a) As a Mental Discipline. (b) As a Practical Training, by R. E. Gallagher, Hamilton, Ontario. 6. The Business College of the Future, by D. I. Rowe, Johnstown, Pa. 7. Ethical Side of Business Training, by A. S. Osborn, Rochester, N. Y. 8. Business Education—Why it is Valuable to Young Men in Every Vocation, by H. T. Loomis, Cleveland, Ohio. 9. Business: Reports of Committees and Election of Officers.

Local Committee of Department of Business Education: Prof. W. A. Woodworth, Prof. R. J. Wallace, Prof. H. C. Warden.

DEPARTMENT OF CHILD STUDY.

Sessions in Central Presbyterian Church. William L. Bryan, President, Bloomington, Ind.; Thomas P. Bailey, Jr., Vice-President, Berkeley, Cal.; Miss Sara E. Wiltse, Secretary, Boston, Mass.

Thursday, July 11th, 3:00 p. m. 1. Opening Address by the President. 2. Reports of Progress in Child Study Work in the United States and Canada, by Committees from different sections. 3. Addresses by Professor E. R. Shaw, School of Pedagogy, New York City; Professor G. T. W. Patrick, State University of Iowa; Professor M. V. O'Shea, of Minnesota State Normal School, Mankato, Minnesota; Professor Earl Barnes, Leland Stanford Junior University. 4. Business: Appointment of Committees.

Friday, July 12th, 3:00 p. m. 1 Report of the National Committee on School Hygiene: Presented by Dr. Edward M. Hartwell, Director of Physical Culture, Public Schools, Boston, Massachusetts. 2. Discussion. Addressess by Dr. Thomas P. Bailey, University of California; Professor William O. Krohn, State University of Illinois; Miss Milicent W. Shinn, Niles, California; Colonel Francis W. Parker, Cook County Normal School. 3. Miscellaneous Business. Election of officers.

Local Committee of Department of Child Study: Mrs. Chas. E. Dickinson, Miss Ada E. Cole, Miss Laura E. Teft.

OPEN SESSION OF THE HERBART CLUB.

Sessions in Central Christian Church. Charles DeGarmo, President, President Swarthmore College, Swarthmore, Pa.; Charles Murray, Secretary, Training Teacher, Illinois State Normal University, Normal, Ill.

Wednesday, July 10th, 2:30 p. m. 1. Paper by Charles DeGarmo, Swarthmore, Pa., Most Pressing Problems Concerning the Course of Study in Public Schools. Discussion opened by George P. Brown, Bloomington, Ill.; C. B. Gilbert, St. Paul, Minn.; R. H. Beggs, Denver, Colo.; Sarah C. Brooks, St. Paul, Minn.; O. T. Bright, Chicago, Ill. 2. Paper by C. C. Van Liew, Normal, Ill. The Culture Epochs Historically and Critically Considered. Discussion opened by John W. Cook, Normal, Ill.; W. P. Burris, Bluffton, Ind.; John S. Clark, Boston, Mass.; Samuel T. Dutton, Brookline, Mass.

Thursday, July 11th, 2:30 p. m. 1. Paper by Frank McMurry, Buffalo, N. Y., The Problem of Concentration. Discussion opened by B. A. Hinsdale, Ann Arbor, Mich.; Louis H. Galbreath, Winona, Minn.; D. L. Kiehle, Minneapolis, Minn.; F. W. Parker, Chicago, Ill. 2. Paper by Mrs. Lida B. McMurry, Normal, Ill. A proposed Coördi-

nate Course of Study for the First Two Primary Grades, with Explanatory Exposition. Discussion opened by L. H. Jones, Cleveland, Ohio; W. S. Jackman, Chicago, Ill.; James L. Hughes, Toronto, Canada.

Local Committee of the Herbart Club: Miss Dora M. Moore, Mr. John Parsons, Miss Celia F. Osgood.

AMONG BOARDS OF EDUCATION.

Brooklyn, N. Y. The mayor will appoint no doctors. He says they are too cranky.

Eureka, Ill. The school board paid for the defense of the principal of the school, who was arrested for whipping a girl. The State superintendent decided that public money cannot be so used.

Baltimore, Md. An ordinance was passed in the First Branch by the Committee on Education, providing for the election of twenty-two members of the School Board, by the voters of the city, instead of by the City Council, as at present. It provides that at the election in November of this year, the school commissioners shall be elected for the following terms: From the First, Fifth, Twelfth, Fifteenth, Twentieth and Twenty-first and Twenty-second wards, to serve for one year; from the Fourth, Seventh, Tenth, Sixteenth and Eighteenth they shall serve for two years; From the Second, Eighth, Ninth, Thirteenth and Nineteenth wards for three years, and from the Third, Sixth, Eleventh, Fourteenth and Seventeenth for four years. After the year 1895 successors to the commissioners whose terms expire shall be elected for four years.

Philadelphia, Pa. The board is considering the advisability of opening the grounds for all children during the summer months.

Providence, R. I., has established a system of public play-grounds for the children of the city, during the vacation season. The total expense for three play-grounds for six weeks last year, was \$330. This year nine places have been provided.

The Board of Education of San Francisco, has settled an interesting problem. Mrs. Chadwick is the janitress of one of the school buildings. Mrs. Chadwick occupies a house near by, through the grounds of which the children have to pass on their way to school. Mrs. Chadwick furnishes lunches. Mrs. Chadwick makes excellent milk punches. Somebody wanted Mrs. Chadwick ousted from her position as janitress, because of the dangerous official proximity of the milk punches to the children. After a long debate the Board resolved to move the school house to the other end of the lot.

Baltimore, Md. Board of Education authorizes the examination of the eyes of the public school pupils to ascertain the effect of school work as a guide in the construction of school buildings.

Manchester, N. H. A resolution was received from the Grand Army, requesting the board to establish a rule to have the children salute the American Flag every morning.



RECENT SCHOOL LAW DECISIONS.

Schools and School Districts.

The existence of a school subdistrict, formed in 1855 by the school-fund commissioner from territory within the limits of two townships, for the convenience of the inhabitants, was not terminated by the taking effectas to that district of Code 1873, provided that school directors shall divide their township into subdistricts, "such as justice, equity and interests of the people require," and may make such alterations in subdistricts heretofore formed as may be deemed necessary, provided that that boundaries of the subdistricts shall conform to the lines of the congressional divisions of land.—*Russell vs. District Tp. of Cleveland, Iowa.*

General statutes providing that the expenses of the department of education, of whatever character, shall be paid out of the common school fund, is not repugnant to Constitution creating that fund, and providing that it shall be held inviolate for the purpose of sustaining the system of common schools, and shall be appropriated to no other purpose.—*Supt. of Public Instruction vs. Auditor of Public Accounts, Ky.*

School Officers.

Act 1862, provides that when candidates for school director shall have the same number of votes, the candidates shall appear at the next regular meeting of the board of directors, which board shall, in a certain manner, determine their rights to seats therein. *Held*, that where there was a tie vote as to two candidates for school director, and one of them appeared before the next meeting of the board of directors, and offered to have his right determined as prescribed by the act, but the other refused to have his so determined, and the board adjourned without taking action, no vacancy was created in the office, as it was the right of the board, at its first meeting, on application of one of the candidates, to determine his rights in the manner prescribed by the act.—*Commonwealth vs. Meanor, Pa.*

School Contracts.

A school district cannot be made liable on an implied contract for the value of the services of a janitor in sweeping a district schoolhouse and keeping the fires therein, under Rev. St. Mo., which requires that such a contract shall be in writing.—*Taylor vs. School Dist No. 3, Mo.*

A valid contract to sweep the district schoolhouse and keep fires therein during a school term can be made only by the board of directors, as provided by Rev. Stat. Mo., and such a contract made by a teacher is not binding upon the district, although the board refused to make it, and such services were absolutely necessary.—*Taylor vs. School Dist. No. 3, Mo.*

The fact that one of the trustees of a school community did not take the oath of office will not affect a contract by the trustees with a teacher.—*Fuller vs. Brown, Tex.*

School Bonds.

Constitutional and statutory restrictions upon the amount of bonded indebtedness that a school district or other municipality may incur are inapplicable to bonded debts created before the passage of any restrictions as to such indebtedness.—*Miller vs. School Dist. No. 3, in Carbon County, Wyo.*

A delay of seventeen months between a vote in favor of the issuance of school district bonds to

refund the bonded indebtedness of the district due to the financial stringency, will not invalidate the bonds on the ground of remoteness of the time of their issuance from the time of the vote authorizing them.—*Miller vs. School Dist. 3, Carbon County, Wyo.*

A vote of the majority of those present at an adjournment of an annual school meeting in favor of refunding the bonded indebtedness of the school district, is valid, although the voters of the entire district or of those who were present at the regular annual meeting, under Sess. Laws, 1893, authorizing the directors of school districts to issue such bonds, provided the qualified electors of the district shall so determine at any regular or special meeting.—*Miller vs. School Dist. No. 3, in Carbon County, Wyo.*

Teachers and Pupils.

Conduct of a pupil at a boarding school, in continually playing truant, and in finally leaving for his home, is ground for expulsion; the pupil's father refusing to permit the school teacher to whip his son for misconduct, and taking no steps himself to correct him.—*Fressman vs. Seely, Tex.*

Code 1892, exempting a teacher who taught five years under a first-grade license from further examinations, applies only to teachers who have taught five years under first grade licenses which have been issued after successful examinations on the Code curriculum.—*Doss. vs. Wiley, Miss.*

Louisville, Ky. Judge Edwards has rendered a decision in which he holds that public schools can not be taxed for street improvements, on the ground that they are the property of the state.

St. Paul's School Board has a case before it which it will apparently take the courts to settle. Last year the Mayor appointed Walter Ife to the position of supervising architect of the School Board, in expectation of the erection of several school buildings, which, however, failed to materialize. Now another occupies the mayor's chair, and that official proposes to appoint a new architect to look after the new buildings going up during his term, and Mr. Ife objects.

State Superintendent of Public Instruction S. M. Inglis, of Illinois, has rendered an opinion in reply to the inquiry, in which the following appears: "A candidate for a certificate cannot lawfully be required to pass an examination in topics other than those mentioned in the law, and in such matters as relate to his moral character and capability of teaching. Neither do I consider it right, or that the law intended, that the applicant for a certificate should be constrained to study any specified textbook on any branch. Yet the county superintendent of schools may require a considerable knowledge of pedagogy or methods of teaching to be shown by the questions he may ask under the topics of examination enumerated in the school law, and the general questions which he may ask to convince him of the applicant's qualifications to teach."

NEW SCHOOL LEGISLATION.

Pennsylvania. The school house flag bill was defeated. The Porter bill, which abolishes sectional school boards in the larger cities and provides for one central board, is meeting with a great deal of opposition on the part of press and public and is not likely to pass. The Farr compulsory educational bill is a law.

New York. The Brooklyn teachers' pension bill is now a law.

Michigan. The Teachers' pension bill for Detroit is passed.

Kansas. Teachers from Missouri who have made arrangements to teach in country institutes in Kansas this summer have encountered a legislative enactment which renders them ineligible because they do not live in that state. The law, it is said, was passed at the instance of Kansas teachers who demanded a protective tariff. Profs. J. M. Greenwood, I. C. McNeil, John T. Buchanan, J. C. Hissey, C. W. Thomson and J. T. Thorp of Kansas City,

Mo., schools have in the past been engaged far in advance of the close of the schools here to conduct institutes in Kansas to the exclusion of home educators. Some of them got as high as \$200 a month and all traveling, hotel and other expenses. This aroused jealousy, which, it seems, led to legislative action.

South Dakota. The new school law makes it compulsory for school boards to post in conspicuous places an itemized report of the financial standing of the district. This gives everyone a chance to know just how the funds are being handled.

Michigan passed a bill which provides that local school boards shall supply books to public school pupils free of charge, and that the standard text books now owned by pupils shall be purchased by the school boards.

Wisconsin. New law: No person shall be eligible to the office of county superintendent who shall not at the time of his election or appointment have taught in the public schools of the state for a period of eight months, and who shall not at the time of such election or appointment hold a certificate entitling him to teach in any public school in the state, or certificate to be known as a county superintendent's certificate, and which shall be issued by the state superintendent after examination by, and upon the recommendation of, examiners for state certificates.

Michigan. New law requires that all persons voting in school elections must be tax payers. This means a radical change in our method of electing school inspectors. It will require an extra election at which none but tax payers can vote, and nearly all those ladies who petitioned for such a privilege will be no nearer the goal than formerly, unless they coax the husbands to turn some taxable property over to them.

A bill has passed the second branch of the Maryland legislature providing for physical training in the public schools and fixing the salary of the instructor therein at \$1,500.

Michigan. The new compulsory education law provides that in cities the school age shall be between 7 and 16. The establishment of ungraded schools is authorized. Truant officers are given enlarged powers and a rigid enforcement of the law can therefore be expected. Parents and guardians convicted of violating the law may be punished by a fine of not less than \$5 nor more than \$50, or imprisonment for not less than two nor more than ninety days, or both.

The Nebraska legislature has passed a law allowing children living in one district to attend school in another under certain restrictions as to distances, etc., and with a clause which transfers the school tax also.



AT DENVER.

Professor—I envy the man who addressed the N. E. A. meeting yesterday.

Teacher—Why, I thought he had a very poor argument.

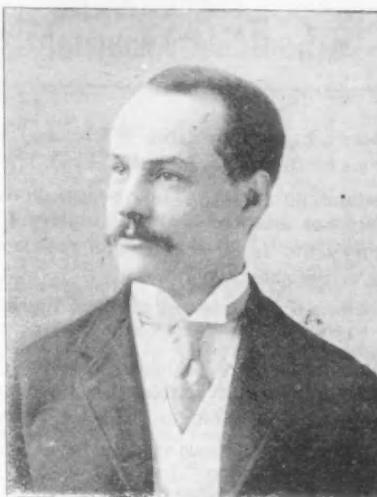
Professor—So did I. But just think of his nerve!



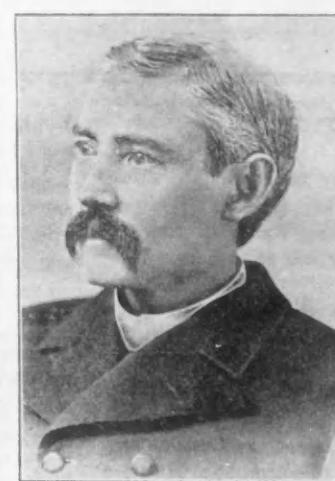
WARREN E. KNAPP,
N. E. A. Director, Col.



IRWIN SHEPARD,
Sec'y N. E. A., Minn.



DR. NICHOLAS M. BUTLER,
President N. E. A.



J. M. GREENWOOD,
Treas. N. E. A., Missouri.



JAS. H. BAKER, A. M., LL. D.,
Pres. Dept. Higher Ed., N. E. A., Col.



HON. THOS. B. STOCKWELL,
Mgr. N. E. A. for Rhode Island.



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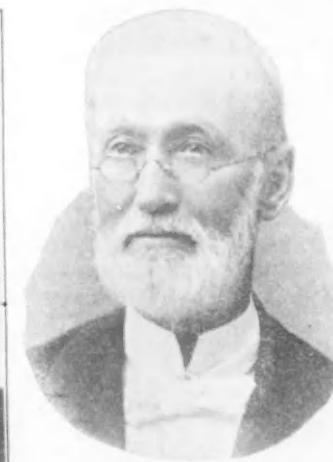
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Director N. E. A. for Arizona.



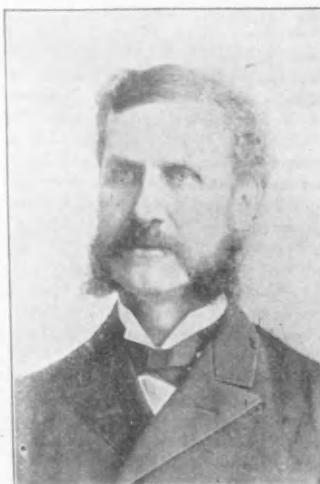
HON. A. B. POLAND,
Director N. E. A. for New Jersey.



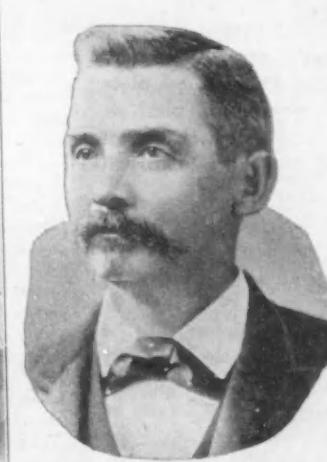
J. B. KIEFER,
Ex. Committee Higher Dept.



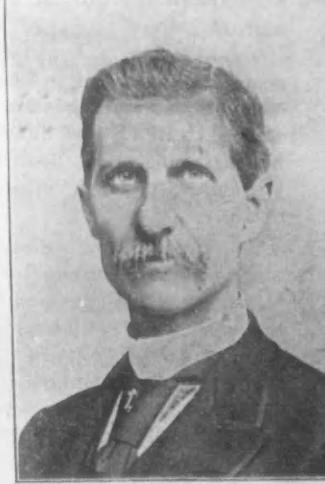
JOHN E. MASSEY,
Director N. E. A. for Virginia.



A. G. LANE,
Vice-President N. E. A.



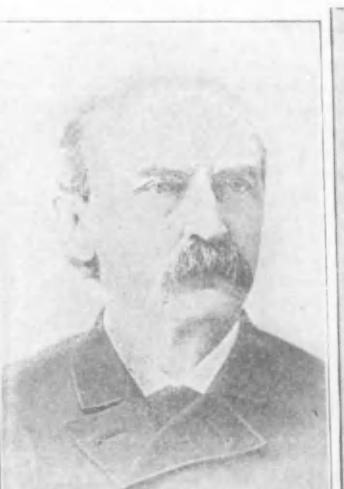
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Vice-Pres. N. E. A., Ky.



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Vice-Pres. N. E. A., Ga.



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Mem. Bd. of Trustees, New York.



FRANK A. FITZPATRICK,
Vice-President N. E. A.



N. C. DOUGHERTY,
Life Director N. E. A., Illinois.

NEW ADOPTIONS.

Stockton, Cal. The county board of education adopted the following books: Steele's Popular Physics, Montgomery's Leading Facts in English History, Wentworth's First Steps in Algebra, Riverside Song Book.

Rutland, Vt. For lower grades, Eggleston's first book in American history.

Montpelier, Vt. Reader, Davis' first; The New Normal, speller; The Normal course in spelling; United States History, Ellis; Conant's Vermont; Southworth and Goddard's Language Lessons and Grammar; Frye's primary Geography; Maury's Manual of Geography; Dunglison's Physiology. The educational system of penmanship, the Werner mental arithmetic and Greenleaf's series of arithmetics were retained.

Washington. The state board of education has adopted as text-books the Columbia arithmetic, Werner Co., Chicago; Reed & Kellogg's grammar, Maynard, Merrill & Co., Chicago; Columbia speller, Werner Co.; Graphic and common sense copybooks, A. Lovell & Co., New York; Ellis's History of the United States, Werner Co. All the other bids were rejected, and new bids will be opened on the 17th inst. Readers, geographies, physiologies, mental arithmetic and civil government are yet required to make out the common school course. No high school books have been adopted yet. There seems to be a disposition on the part of the board of education, by repeated calls for bids, to bring into the competition superior text-books, which have not heretofore been offered on account of the prices fixed by law.

St. Croix Falls, Wis. New Normal readers, Buckwalter's spellers, Raub's arithmetics, Raub's grammars, Dunglison's physiologies, Ellis's history.

Rutland, Vt. On reading, Pollard's synthetic method, Harper's and Stickney's supplementary, normal and new normal; spelling, Gilberts; grammar, Sheldon's language series, Southworth and Goddard's; geography, Frye's elementary, Butler's complete; arithmetic, Werner's mental, Milne's elements and standard; drawing, Prang's complete course; United States history, Sheldon's American history; geography, history, and constitution of Vermont, Conant's Vermont, Vermont historical reader.

Hutchinson, Kan. Barnes' Brief United States history, Reed's Introductory language lessons and Merrill's vertical penmanship, in such grades as the superintendent deems best.

Oelwein, Ia. Pollard's synthetic readers will be used for supplementary reading in the primary departments. Montgomery's Beginners' American history, Barnes' primary history, Bert's primer of scientific knowledge.

Athol, Mass. Frye's geography.

Springfield, O. Rigg's In Latinum, Allen and Greenough's Caesar and Cicero, Myer's General history for Thalheimer's.

Bloomington, Ill. Southworth & Goddard, language book in place of De Garmo's.

Lancaster, Pa. A motion to adopt Frye's geography in place of Swinton's was referred to the text-book committee.

Boston. An order to adopt Frye's geography was lost. Warren's is now in use.

Malden, Mass. The board is considering the adoption of Thomas' history.

Osceola Mills, Wis. New Normal readers, Buckwalter's spellers, Raub's arithmetics, Raub's grammars, Dunglison's physiologies, Ellis's history.

Waltham, Mass. The vertical system of writing has been adopted on a six month's trial.

Allegheny, Pa. Swinton's geography. The vote stood forty-four for Swinton's, and twenty-five for Frye's.

Morristown, Vt. Normal readers and primary spellers published by Silver, Burdett & Co.; Southworth & Goddard grammars, Greenleaf's arithmetics and Hill's educational system of copy books published by Leach, Shewell & Sanborn of Boston;

Montgomery's history by Ginn & Co., and Reed's word lessons by Maynard, Merrill & Co.

Salt Lake City, Utah. The vertical system of penmanship was adopted and will replace the old Spencerian system in all schools and grades at the beginning of the school year.

Coffeyville, Mo. The board adopted Ray's arithmetic.

Norwalk, Wis. New Normal readers, Buckwalter's spellers, Raub's arithmetics, Raub's grammars, Dunglison's physiologies, Ellis's history.

St. Paul, Minn. The following approved list of books was placed on record as an authorized, selected and adopted list for future use in the primary and grammar grades: Harper's First Reader, Harper's Second Reader, Harper's Third Reader, Harper's Fourth Reader, Harper's Fifth Reader, Harper's Sixth Reader, Metcalf's Spelling and Language Book, Harvey's English Grammar, Harper's Introductory Geography, Harper's School Geography (Minnesota edition), Smith's Primer of Physiology and Hygiene, Smith's Elementary Physiology and Hygiene, Barnes' Primary History of the United States, Barnes' Brief History of the United States, Spencerian New Copy Books, Nos. 1 to 7, Spencerian C. P. (Business series), Nos. 8 to 11, Bond's staff ruled writing books, Nos. 1, 2 and 3; Webster's New Primary Dictionary, Webster's New Common School Dictionary, Webster's New High School Dictionary, Montgomery's English History, Hill's Geometry, Normal Music Readers.

Fairmount, N. D. New Normal Readers, Buckwalter's Spellers, Raub's Arithmetics, Raub's Grammars, Dunglison's Physiologies, Ellis's History.

Evansville, Ind. The board adopted Kehr's German Reader, to be used in the seventh B grade.

Portland, Ore. Reed's Word Lessons, Manson's Series of Drawing, Smith's Studies in English Literature, Electric Physical Geography, Waddy's Composition and Rhetoric.

Utica, N. Y. Adopted, at introduction prices, Frye's Primary Geography, at 60 cents; Frye's Complete Geography, at \$1.25.

Geneva, Ill. New Normal Readers.

Newport, R. I. Edgar's French and Harris' German.

Rochester, N. Y. The board adopted Robinson's New Practical Arithmetic and Metcalf's English Grammar.

Montana. Books recommended by the State Board of Education: Ginn & Co.—Stickney's First, Second, Third, Fourth and Fifth Readers; Frye's Primary and Advanced Geographies; Montgomery's Beginner's American History; Montgomery's Leading Facts American History. American Book Co.—Webster's New Primary Dictionary; Webster's New Common School Dictionary; Webster's Academic Dictionary; Webster's Condensed Dictionary; Milne's Elements of Arithmetic; Milne's Standard Arithmetic; Kellogg's First Book of Physiology and Hygiene; Kellogg's Second Book in Physiology; Peterman's Elements of Civil Government. Sheldon & Co.—Hunt's Modern Speller; Stoddard's Intellectual Arithmetic. Maynard, Merrill & Co.—Reed's Introductory Language Work; Reed & Kellogg's One Book Course in English.

Oregon. The State Board of Education has at last completed the list of text books that henceforth will be used in the public schools of that state. The last bitter fight was between two principal series of "Word Lessons," which was decided in favor of Reed's by a majority of one over Watson's. That makes the complete list of text books as follows, all but the last six having been decided in January:

Swinton's New Word Analysis. Barnes' New National Reader. Webster's Dictionaries. Spencerian System and Copy Books. Fish's Arithmetic, Nos. 1 and 2. Brook's Mental Arithmetic. Monteith's Elementary and Comprehensive Geographies. Smith's series of primary textbooks in Physiology and Hygiene. Steele's Hygiene and Physiology for high and advanced schools. Barnes' Primary and Brief History of the United States. Loomis' Series of Vocal Music. Barnes' General History. Monteith's Popular Science. Robinson's Algebra and Geometry. Bryant & Stratton's System of Bookkeeping. Ward's Business Forms. Steel's Chemistry, Botany, Physics, Astronomy and Geology. Maxwell's First Book in Language. Maxwell's Introduction to English Grammar. Maxwell's Advanced English Grammar. Peterman's Civil Government (Oregon edition). Steele's Popular Zoology. National Number Tablets. Song Wave. Gow's Morals and Manners. Kidd's Elementary and Vocal Culture. Johonnot's National History and Historical Series for primary and intermediate schools. Geographical Reader. Irving's Sketch Book and Tales of a Traveler. Scott's Ivanhoe, Lady of the Lake, Abbott, Marmon and Woodstock. McCauley's Essay on Chatham. Shakespeare's Twelfth Night, Julius Caesar, Merchant of Venice, and Midsummer Night's Dream. Webster's Bunker Hill Orations. DeCoveler's Papers. Arnold's Sohrab and Rustum. Emerson's American Scholar. Reed's Word Lessons. Manson's Series of Spelling. Electric Series of Drawing. Smith's Studies of English Literature. Waddy's Composition. Electric Geography.

San Antonio, Tex. The school board refused to elect the teachers nominated by the superintendent and insisted that they should know something of the qualifications of applicants. All applications will be considered.

TEXT BOOK NEWS.

Camden, N. J. The Lee Post, G. A. R. is making objections to Barnes' History.

Plainfield, N. J. Vertical penmanship is now to be extended to all the schools.

Isaac Pitman & Sons, of New York, have published the educational press comments on their Phonographic System in pamphlet form.

The State of Mississippi is considering free text books.

Brooklyn, N. Y. The board received propositions from D. Appleton, & Co.:—proposing to furnish Johnson's Universal Cyclopedias, 8 vols. cloth at \$38.40, half morocco \$44.80. From Ginn & Co.:—proposing to furnish Frye's Complete Geography at \$1 per copy. From Henry Holt & Co.:—proposing to furnish Jackman's Nature Study for the common schools at \$1.02 per copy. Referred to the Committee on School Books.

The Vermont Legislature in 1894 passed a free text book law, taking effect in June, 1895. There are 50,000 school children in the state and the sample text books already presented to the State Board have reached the number of 240,000.

G. A. R. men in the West are making another rumpus over the Barnes' United States History for schools. The Joe Hooker Post, of Monte Vista, Colo., has taken action because of what they say is the Southern bias of the book in treating the rebellion.

Boston, Mass. The order "that Frye's primary geography be authorized for use in the fifth and sixth classes of the grammar schools" was lost. Reconsideration was refused, and the matter is settled for the present year at least.

Keene, N. H. The board of education purchased a five volume set of Larned's History of Ready Reference for use in the high school.

Lee & Shepard, of Boston, are the pioneer house in the publishing of supplementary reading for the schools. They have sustained a reputation with the educational public in the United States, which is not surpassed by any house.

The California state board of education has fixed the prices of school books as follows: Fourth reader 44 cents, third reader 53 cents, second reader 29 cents, first reader 16 cents, physiology 52 cents, and the civil government 47 cents.

WAR ON SCHOOL HISTORIES.

The State Board of Education of Indiana recently held a meeting at which the charges of the G. A. R. against Montgomery's History were heard. They were substantially as follows: It contains no suggestion that the men who fought for the Union were right; there is general unfairness in the treatment of the soldiers of the North; it is misleading as to facts and is calculated to give false impressions to the youth; the accounts of what the Confederates did are exaggerated, while the deeds of the Northern soldiers are dwarfed; the Confederates are eulogized, while nothing of like character is said of the men who composed the Federal army; it is unfair and falsifying in tone and sentiment.

The protest sets out many passages from the history which it alleges are not truthful. It objects to the use of the sentence: "The Union was broken up." This sentence, it



Professor (who inadvertently has read a page of his own works): What a confounded plagiarist this author must be!

says, is calculated to leave a false impression on the minds of the young. Another sentence to which it objects is the following: "It (the South) had left the National Government a corpse lying in state at Washington." There is objection to the way in which the text book treats the battles of Gettysburg, Lookout Mountain, and Missionary Ridge. The protest says the book fails to mention such Northern generals as Logan, Reynolds, McPherson, and Howard. There is also a protest against the statement that the privation and suffering incident to the war fell almost wholly upon the South.

T. W. Gilson, the Western manager for Ginn & Co., replied to the charges. He demonstrated that Montgomery's History devoted 44 pages to the war, that Lee is given credit for military ability and for doing what he believed to be right, but nowhere was it stated or intimated that he was right. That the various battles were given space in the book according to their importance. The charge made that the book lacked patriotism was met by Mr. Gilson by referring to a number of paragraphs which abounded in so much patriotism that the sale of the book was impaired in the South. Toward the close of his talk Mr. Gilson reminded the members of the State Board and the representatives of the G. A. R. present that the war is over. There are men, he said, who do not wish to have the war constantly rehashed. He believed the time had come to take hold of the arts of peace and work out one of the greatest of nations.

PENSIONS FOR TEACHERS.

The boards of education in Illinois cities of 100,000 are given the power, and it is made their duty, to set apart for the proposed fund not to exceed 1 per cent. per annum of the salaries paid teachers and employees, also all moneys from other sources given for that purpose, and, in fact, from any other source, except no taxes shall be levied or appropriations of public money be made for the fund, except as provided.

The board of education, with the superintendent of schools and two representatives, to be selected annually by the teachers and employees of the public schools, under control of the board, shall form a board of trustees, a majority of whom shall determine the amount to be deducted from the salaries paid to teachers and employees, and shall have charge of and administer the fund, shall have power to invest the same as shall be deemed most beneficial to the fund, in the same manner and subject to the same terms and con-

ditions as town ship treasurers are permitted to invest school funds.

The act provides further:

Said board of education shall have power, by a majority vote of all its members, to retire any female teacher or other female school employee who shall have taught in public schools, or rendered service therein, for a period aggregating twenty years; and any male teacher or male school employee who shall have taught or rendered service for a period aggregating twenty-five years; and such teacher or school employee also shall have the right after said term of service to retire and become a beneficiary under this act; provided, however, that three-fifths of said term of service shall have been rendered by said beneficiary within the limits of the municipality where said board of education has jurisdiction.

Each teacher and school employee so retired or retiring shall thereafter be entitled to receive as an annuity one-half of the annual salary paid to said teacher or employee at the date of such retirement, said annuity to be paid monthly during the school year. Provided, however, that such annuity shall not exceed \$600, which shall be paid by said board of education out of the fund created in accordance with this act in the manner provided by law for payment of salaries.

Said board of trustees is hereby given the power to use both the principal and income of said fund for the payment of annuities hereinbefore mentioned, and shall have power to reduce from time to time the amount of all annuities, provided that such reduction shall be at the same rate in all cases.

The president and secretary of said board of education shall certify monthly to the city treasurer all amounts deducted from the salaries of teachers, special teachers, principals, and employes of the board of education, in accordance with the provisions of this act, which amounts, as well as other moneys contributed to said fund, shall be set apart and held by said treasurer as a special fund, for the purpose hereinbefore specified, subject to the order of said board of education, superintendent of schools, and two

representatives, as aforesaid, and shall be paid out upon warrants signed by the president and secretary of said board of education.

The city treasurer shall be custodian of the pension funds, and his books and accounts shall always be subject to the inspection of the board, or any member of it. The treasurer shall, within ten days after his election or appointment, execute a bond to the city in such sum as the board shall direct. The bond shall be filed in the office of the clerk of the city.

The closing section of the act follows:

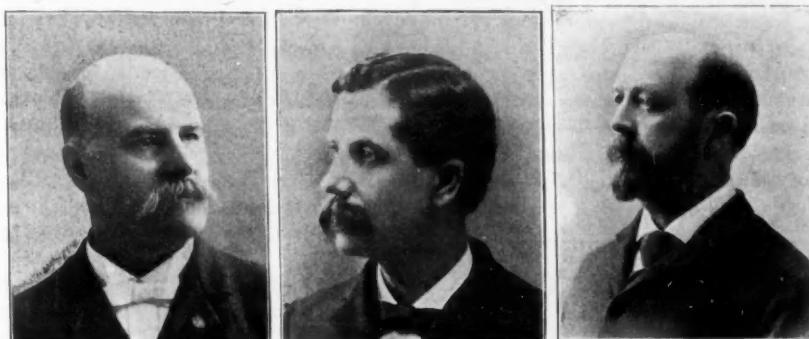
No teacher or other school employee who has been, or who shall be, elected by said board of education shall be removed or discharged except for cause upon written charges, which shall be investigated and determined by said board of education, whose action and decision in the matter shall be final. If at any time a teacher or school employee who is willing to continue is not re-employed or is discharged before the time when he or she would, under the provision of this act be entitled to a pension, then such teacher or school employee shall be paid back at once all the money, with interest, he or she may have contributed under the law.

THE CALIFORNIA PENSION LAW.

One of the sections of the teachers' pension act passed by the last legislature has created a great deal of unnecessary anxiety among those who, at some future day, may be entitled to avail themselves of the provisions of the law. The debatable section reads as follows:

Whenever any teacher entitled to the benefits of this act has taught in the public schools of this State for a period of twenty years, and shall become incapacitated from performing the duties of a teacher, such teacher shall, at his or her request, and may, in the discretion of the Board of Trustees, without such request, be retired as a teacher and shall thereafter receive as an annuity out of said fund \$45 per month; and if such teacher has taught twenty-five years or over, shall, under the same circumstances, be retired upon an annuity of \$50 per month.

The teachers seem to fear that under this section of the statute they may be retired against their wishes and compelled to accept the pension which the new law provides.



CHAS. I. PARKER,
Life Director N. E. A.,
Chicago, Ill.

L. F. JONES,
Ex-Chmn. Dpt. Super'tndence,
Cleveland, Ohio.

SANFORD A. HOOPER,
Director N. E. A.,
Milwaukee, Wis.



MARY A. GRANDY,
Sec'y. Music Dep't. N. E. A.,
Sioux City, Iowa.

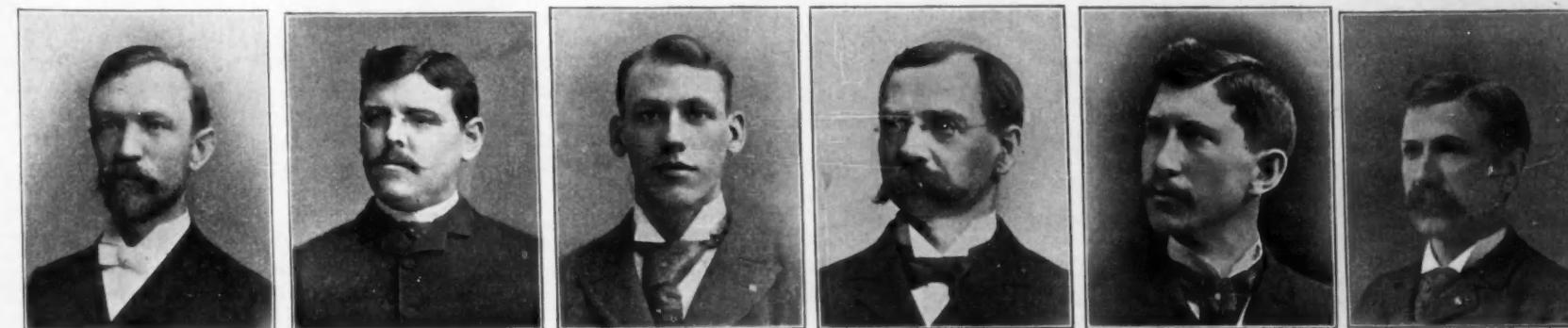
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N. E. A. Director,
South Carolina.

LUCY WHEELOCK,
Pres. Kind. Soc. of N. E. A.,
Boston, Massachusetts.

C. B. DENISON,
Director N. E. A.,
Raleigh, N. C.

SARAH E. WILTSE,
Sec. Dpt. Child St'dy. N. E. A.,
Boston, Mass.

DR. E. E. WHITE,
Columbus, Ohio.



GEO. J. RAMSEY,
State Mgr. N. E. A. for La.,
Clinton, La.

A. NEWTON EBAUGH, Ph.B.,
Vice Pres. Ind. Dpt. N. E. A.,
Baltimore, Md.

ALFRED TURNER,
Manager N. E. A.,
Vermont.

WM. H. SMILEY,
Pres. Dpt. Secondary Ed.,
Denver, Colorado.

LEWIS B. AVERY,
Manager N. E. A.,
Mayville, N. D.

VIRGIL G. CURTIS,
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Connecticut.

OFFICERS OF THE NATIONAL EDUCATIONAL ASSOCIATION.

WONDERFUL RELIEF MAPS

AND THE MEN WHO PRODUCE THEM.

Invention, said to be the legitimate offspring of Necessity, attracts more Americans by its allurements than can be found in any other nation. Genius takes front rank in the estimation of our powers. The Yankee has his "notion" and the Western product his "idee", and each type has been famous because of it.

"Here is the Master—Key;
Skilled hands and industry."

It has remained for Chicago—that "sum total of conceit"—to produce the latest and grandest invention, a mechanical paradox, baffling as it does all applications and tenets of science, and make possible the dissemination of truth as truth because of its being placed upon a normal basis. Edison, the wizard of Menlo Park, made it possible to preserve our voices, articulations and manners

of speech through Phonographs so that the millions of posterity may hear us as if in our day. Likewise has he made it possible to transmit our very actions to the future millions by means of the Kinetoscope. These inventions are wonderful and awe-inspiring. But what are our voices, modes of speech, actions, gestures, etc., etc., but the result of our en-



F. A. LORENZ,
President.

vironments? If they be such, why should not the genius of our public benefactors be directed toward a presentation of such environment, showing the result and impress of natural conditions upon the mind of man and the shaping of his destiny?

The hope of all things lies in education. Does the educational field to-day invite and command the genius of industry as do the more mechanical and commercial lines? Certainly herein is the broadest field; but we are inclined to believe that most of us look for the greatest results in other directions.

The Art of Printing has been rightly termed the "Art Preservative" and through it the world has felt a greater civilizing and Christianizing influence than through any other; but with all its benefits, some defects have come to light, defects which must be eradicated before the chiefest ends could be accomplished. Remove the Art of Printing to-day from us and you remove a primal cause which has made us the greatest nation of the earth. This is true, because the school room of to-day is the product, first handed, of the printing press. The production of books, plates, charts and maps makes the school room of to-day possible. But to the defects.

We will consider geographical knowledge first, because all things on earth, in the sea or sky are subject to geographical laws and classification, making this subject at once the most comprehensive as well as important to our *curricula*. No live teacher would attempt to present the subject without maps, yet every time a recitation takes place, the teacher finds it necessary to apologize to the class because the map does not convey the proper ideas. In other words, the teacher says the country looks as it is represented by these maps,

"except that it is vastly different" and, like in many cases in the study of Languages, the exceptions are much more important than the rule. No adequate conception of topography—all-important—can be derived from the so called topographical maps. Mountains are represented by what to the child seems like carcasses of a number of centipedes which were overtaken by the Angel of Death enroute in their uncertain path across the land. Elevation and latitude produce climate, and together they produce drainage. Taken together, these determine natural productiveness, which fits or unfitts localities for certain pursuits. Since plants depend upon the above enumerated points for their distribution, and animals upon the same together with plants; and man upon all the above with his habits, customs, nationality, commerce, thoughts, morals, education and religion, why would not the contour and topography form one

of the important of important subjects taught in our schools?

All sciences must come back to geography for their bases, and geography must point them to

Relief Forms for specific explanation.

Teachers of to-day

recognize this. Publishers do likewise,

but the trouble has

arisen from the fact

that Science and

Industry have until now

crossed swords when

an attempt to show

relief forms and political divisions, etc., etc., resulting therefrom has been made.

It was left for the

Central School Sup-

ply House of Chicago to solve the problem, and

how admirably it has been done may be seen by

their Series of Politico Relief Maps. They have been

pronounced one of the "Marvels of the Nineteenth

Century" by eminent authority.

The effort, discouragement, expense, etc., etc., cov-

ering six years was only equaled by the sterling faith

of this enterprising firm, or the world would not to-

day have the greatest triumph marking the Progress

of Education. Genius is having its just reward,

for the publishers have found it difficult to supply

the inordinate desire to secure these goods. The

leading schools are clamoring for them, and almost

deluge the house with praise from teacher, pupils

and patrons when the maps have been tested.

Already have their praises been echoed and re-

echoed from the different quarters of the earth,

and the manufacturers are classed as the greatest

revolutionizers of methods in modern times.

The U. S. government has joined hands with

them realizing that they only can crystallize the

information obtained by them though the expen-

diture of government millions.

All elevations and depressions are shown in

actual relief and on a true scale, besides the names

of mountains, rivers, lakes, cities, etc., as well as

boundaries, political divisions being shown in color.

The maps present a wonderfully pleasing and

artistic effect, and are made durable, and are pro-

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They must be seen to be appreciated.

This House also makes the "Teachers' Anatomical Aid" The Progressive Reading and Number

Study and "Swigert's

Lunar-Tillurian,"

each of which is

without a peer in its

line.

They supply every-

thing needed in a

school room. Business

has been quadrupled

in four years.

Naturally an in-

terest is centered

upon the men who

have given the Relief

Maps to the edu-

cational world.

Mr. F. A. Lorenz, the president of the Central

School Supply House, was born in Ohio in 1862.

When a boy he helped his father at blacksmithing,

and after securing a good education taught

school. For four years he was engaged in the

publishing business, and in 1886 he turned his

attention to school supplies. In 1891 he was

elected president of the present Company.

Mr. Lorenz is well adapted for the vocation he

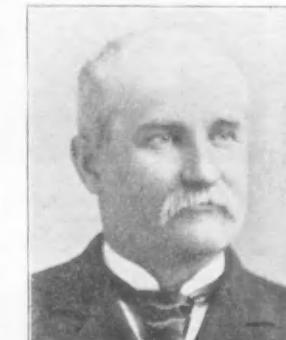
has chosen. Having been a schoolmaster himself

he is familiar with school needs. His keen judg-

ment and untiring energy have contributed largely

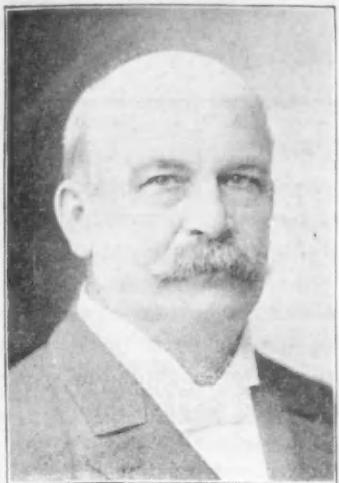


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THOS. L. HAYNES,
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Continued on page 17.



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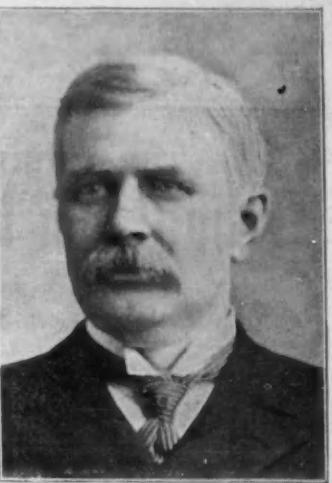
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Vice-Pres. State Normal School, Ill.



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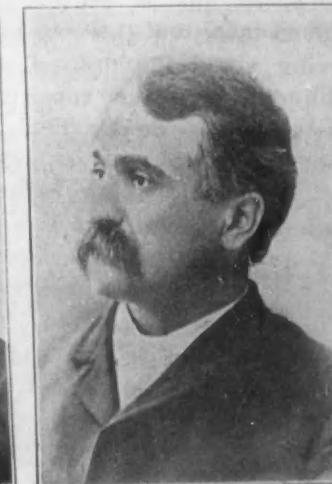
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PROMINENT OFFICERS AND SPEAKERS OF THE N. E. A.

THE AMERICAN School Board Journal

DEVOTED TO

SCHOOL BOARDS, SCHOOL OFFICIALS, AND TEACHERS.

WM. GEO. BRUCE, - PUBLISHER AND PROPRIETOR
372-6 Milwaukee St., Milwaukee, Wis.NEW YORK OFFICE: - - - 163 World Building.
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W. J. LAKE, Advertising Manager.ISSUED MONTHLY.
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We are publishing the only Journal devoted exclusively to School Boards and executive officers. We furnish information on the doings of School Board committees, including important executive actions, best methods of heating and ventilation, text-books, with prices and adoptions, school law decisions, models of school buildings, statistics upon salaries, publish the engravings of leading school men, etc.; briefly, we keep School Boards and Teachers abreast with the time.

The AMERICAN SCHOOL BOARD JOURNAL is issued every month in the year.

The Denver headquarters of the AMERICAN SCHOOL BOARD JOURNAL during the National Educational Association meeting will be at the Brown Palace Hotel, where Wm. Geo. Bruce and Frederic H. Lake can be found.

N. E. A. FOR 1896.

Duluth is always awake. It has already bestirred itself to secure the convention for next year. At the last meeting of the board of education, President Bradley, Clerk Pearson and Supt. Denfeld were appointed a committee to invite the National Teachers' Association, which meets at Denver July 5, to hold its 1896 meeting in Duluth.

When the selection of a convention city came up for action before the Executive Committee at Asbury Park last summer the vote showed Duluth was second in the race.

A WORD WITH THE N. E. A.

A year ago we urged the officers of the National Educational Association to take steps towards inaugurating a School Board Department. In many quarters the idea found favor, but those in a position to best bring about the desired results were indifferent, and the consequence was that nothing was done. The SCHOOL BOARD JOURNAL renews its request.

The idea of bringing boards of education together in meetings was more fully carried out during the past year, and its feasibility, as well as its value, permanently established. The meetings were held in Illinois, Iowa, Texas, and Wisconsin, at which school boards from all parts of the respective states were represented. Enthusiasm and profitable discussion characterized them.

A national organization is now in order, and should be made a department of the great National Educational Association. The professional educators should be

brought into closer touch with school board members. The benefits derived by a closer contact would be mutual.

It remains, then, for the National Educational Association to take steps in inaugurating what will prove to be one of the most progressive movements in its history. School boards will respond in large numbers, and the success of the new department will be assured.

WOMEN ON SCHOOL BOARDS.

The "new woman" idea, which has been spreading over the country so largely of late, has been the means for increased activity in behalf of the woman school board members. In several of the larger cities strong efforts are being made by women's organizations, to have some members of their sex appointed upon the boards of education. In Brooklyn, New York, Chicago, and a number of minor cities unusual efforts are being made. In some cities where the city council chooses, and also where school boards are created by a popular vote, some women have been selected, while in others they have been defeated.

The press of the country has been almost universally in favor of the women, while the public men possessing the appointing power, and the voters at school elections, have been somewhat in doubt.

Upon inquiry we find that the following cities have no women on their school boards: New York, Brooklyn, Philadelphia, Baltimore, Cincinnati, Pittsburg, Buffalo, St. Paul, Omaha, Denver, Dallas, Duluth, Portland, Me., Portland, Ore., San Francisco, St. Louis, Louisville, New Orleans, St. Joseph, Kansas City, Mo., Des Moines, etc.

Minneapolis, Milwaukee, Chicago, Cleveland, and Columbus, have each one woman on their school boards. Washington, D. C., has two, Boston has four, Brooklyn's mayor has promised to appoint five, and Mayor Swift, of Chicago, will probably appoint one more. New York City had several women on its school board some years ago but dropped them all. Chicago had at one time four, but reduced them gradually to one. Detroit will have none after this month.

Those who defend the fair sex on this question, hold that certain of the school board duties are accomplished more satisfactorily by women than by men. That the motherly qualities fit her especially for dealing with school affairs, that she is a greater helpmate to teachers, and that her presence in committee and school board meetings has an elevating influence upon male members, and, finally, that common equity entitles her to such recognition.

Those who oppose women school board members hold that the movement finds its main spring in the upper crust society ladies, whose domestic duties hang lightly upon their hands, and in the regular woman suffragists, who see in the school board the entering wedge toward realizing their

dreams. That adroit petitioning only, and the feminine arts of persuasion and threats have rendered them partially successful. It is further claimed that the experience of men who have served with women on school boards, proves them weak in open debate, that they have grown irritable in the face of opposition or knotty problems, and have, woman like, wound up an evening of exciting school board discussion with a good cry. That they have been as prone to feminine impulse and unreasonableness in school boards as elsewhere, and have been unable to practice that calm judgment and firmness of mind that characterizes men.

So much for both sides. No one would at this late day claim that woman is not a natural teacher. Her influence in the school room cannot be replaced by man. But whether her faculties fit her for legislative, executive, and administrative duties, such as come within the function of a school board, may yet be a problem.

It may be said to the credit of those who are active in the movement that thus far, in most instances, the very best women have been selected. Mesdames Catherine Avery, of Cleveland, Louisa Reed Stowell, of Washington, D. C., Mary E. Merrill, of Milwaukee, Jennie Crays, of Minneapolis, and several others, are fine types of American womanhood. They are a credit to the public school system of this country.

The argument, however, so commonly used by the champions of the woman suffragists, that an intelligent woman is more desirable than an ignorant man, is a fallacy. Ignorance should always exclude. You may as well ask what should prevent an ignorant but bold and ambitious woman to aspire to school board honors? Her chances would be better than that of the intelligent but modest man. If, then, the idea of placing women upon school boards is to become a general and permanent one, the question revolves itself upon the average woman rather than upon either extreme.

We must then reason, if the woman idea prevails, that the average woman, as now the average man, will eventually find her way into school boards. That the average woman is as capable as the average man in coping with vexatious problems requiring executive and legislative ability, as well as business judgment, has not yet been demonstrated.

School board duties are exacting, and, at times, exceedingly trying. In growing cities serious problems in finance, building, and general administration are involved. The school board is a public body, whose members are, like other public officials, exposed to criticism and abuse.

There are those who believe that nature designed woman for other than a public career. The power of a woman's influence can be exerted nowhere better than in the sacred precincts of the home, as the companion of her husband and the mother of her children. When she fills that grand office faithfully and well, she will have little time or inclination for school board or other public duties.

THE KIND WANTED.

An Indiana man puts down the following rules that should guide the selection of a member to a board of education:

He should be a man of intelligence—one whose interest and taste leads him in the educational channels—who cultivates and participates in the literary societies.

Neither business nor politics should be his "fad." If he must have a "fad," let it be education.

He should be a father. Not the kind of a parent that lets his wife manage the children, but one who has the ability to control them himself.

He should be able to hold his ground against opposition and for principle, even though thereby he might lose position.

The Oakland, Cal., board of education is original in everything that it does. It has now decreed that teachers who have attained the age of sixty must be dropped. The best comment to this new rule is made by Prof. McChesney, whom it effects:

There are some teachers who should be dropped at twenty-five. An ironclad rule such as has been passed is not just to either the pupils or the teachers. The school board should consider each individual case. There are teachers at sixty who are as competent and energetic as they ever were, while there are others unfit at any age. I have never heard of such a rule as has been passed, and doubt its wisdom.

The proposition for an equal representation of the sexes upon boards of education may be met by a counter proposition touching upon the teaching forces. Nearly nine-tenths of the public school teachers in the United States to-day are women. A Pennsylvania school board, composed entirely of women, has begun the reversal of things by dismissing every female teacher and hiring male teachers only.

New York City. The board reports 50,000 truants.

Muskegon, Mich. Board of education, for reasons not given, abolish the eighth grade.

New Bedford, Mass. A petition signed by 1,200 pupils requesting the board to allow the W. C. T. U. to circulate temperance pledges in the schools was denied.

New Haven, Conn. The board passed a resolution to the effect that the manage-

ment of the several street car lines direct their conductors to keep the cars under absolute control while passing any school.

AMONG TEACHERS.

Kansas City. The board dropped a number of teachers on religious grounds. A mass meeting of citizens condemned the board for its action.

Muskegon, Mich. Teachers petition the board for street car fare to and from school.

Pennsylvania. A bill was introduced in the legislature making the salaries of female equal to that of the male teachers.

THE DETROIT PENSION LAW.

Twenty-six teachers in Detroit will be affected by the new pension law, which will go into effect next fall. The law provides that teachers who have served in the aggregate twenty-five years as public school teachers, three-fifths of which service has been confined within Detroit's city limits, shall be entitled to a retirement and a pension not to exceed \$400 a year, at the discretion of the board of trustees having in charge the pension fund. The board of education, the superintendent of public schools and two representatives to be appointed by the teachers themselves, will constitute the board of trustees. The pension fund will be raised in several ways—by means of deductions from the salaries of teachers; by donations, or legacies, or



GIRLS' COLLEGE. DAILY OUTING.

appropriations by consent of the common council and board of estimates; from miscellaneous sources; and by a percentage tax not to exceed 1 per cent. upon the yearly salaries of the public school teachers.

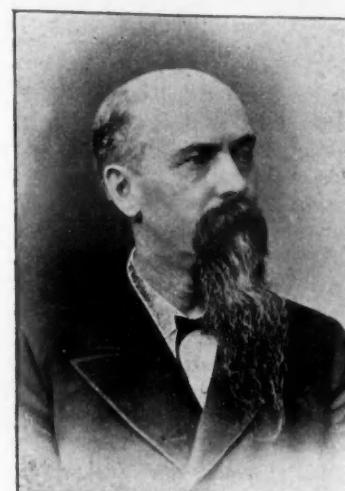
The New York City board of education have made an appropriation to provide quarters for the janitors of the public schools outside of the buildings in the interest of health.

Reynoldsville, Pa. The Smead system of sanitary heating and ventilating has been adopted by the board to be placed in a magnificent school house.

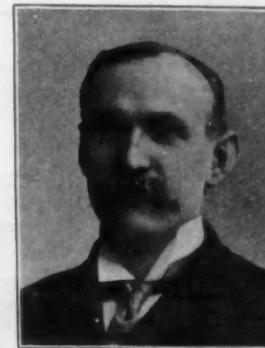
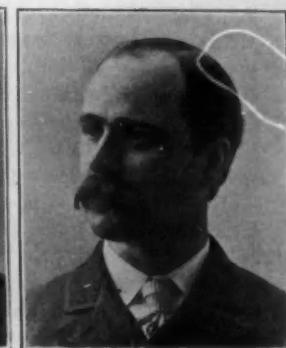
THE MUSKEGON SCHOOL BOARD.

A body of worthy men in a board of education are a blessing to a school system and the community. Muskegon, Mich., is so blessed. Its educational affairs are administered by its best citizens. It has, however, been even more fortunate. The president of the board is a benefactor of the highest order. He has presented the city of Muskegon with a fine school, a public library, and a soldier's monument, aggregating nearly a quarter of a million dollars. The Hackley School is one of the finest in America and cost nearly a hundred thousand dollars.

Mr. Hackley is a public benefactor in the truest sense of that term, and the grand example which he has set, deserves to be emulated by other wealthy men. His work will bear untold fruits and prove a lasting monument to the memory of a good man.

Hon. CHAS. H. HACKLEY,
President.ROBT. E. BUNKER,
Secretary.

HACKLEY SCHOOL, MUSKEGON, MICH.

F. A. NIMS,
Member.J. VAN DER LOAN, A. M., M. D.
Member.H. N. HOVEY.
Member.Dr. FRANK W. GARBER,
Member.



HIGH SCHOOL BUILDING, GALVA, ILL.

This building was designed by F. S. Allen, School Architect, Joliet, Ills. It is built of St. Louis pressed brick with Cleveland sandstone, basement and trimmings and covered with slate roof and is 77x82 ft. in size.

There is one entrance from each of the two street fronts. On the first floor are five class rooms, capable of accommodating fifty pupils each, and provided with wardrobes for both teachers and pupils, and reference libraries. They are lighted entirely from the left hand side by large bay windows.

There are two staircases, leading from the first to the second floor, on the landings of each of which are rooms used by the Board of Education and Superintendent of Schools. On the second floor are two class rooms of the same size as those on the first floor, a large high school room, 30x55 ft. in size, two recitation rooms and a chemical laboratory.

In the basement are boys' and girls' toilet rooms, lunch room, janitor's room, coal and boiler rooms.

The building is heated by indirect steam and ventilated by a direct system of natural ventilation. The cost was \$25,500.



VILLAGE SCHOOL, FRANKFORT, MICH.

This building was erected after the plans of F. S. Allen, School Architect, Joliet, Ills., and is without doubt one of the best lighted, heated and ventilated school buildings, for its cost, in northern Michigan. In arrangement, equipment and style it is modern and has many new features in schoolhouse architecture. The building is built of red brick with sandstone trimmings and stone basement. In the basement there is a lunch room, a laboratory and three large rooms for fuel, also a boiler room.

There are three entrances, one in front and one on each side, all provided with large and roomy vestibules, inside of which broad and easy staircases lead to the first floor above, where there is a large hall forty ft. long and fourteen ft. wide. On the first floor are five rooms, one for first primary or kindergarten room will seat seventy-five pupils, the other rooms will seat about fifty pupils each.

A wide and easy staircase leads from the first to the second floor, on the landing in the tower is located an office for the superintendent, half way between the first and second floors and overlooking both halls.

On the second floor is a large high school room, with seating capacity for ninety pupils, and four other rooms similar to those on the first floor with a recitation room at the end of the hall. A short flight of stairs leads from the second floor to the library, which is over the office in the tower.

The interior of the building is finished with clear white pine in natural finish. The floors and stairs are of hard maple.

Each school room has a wardrobe of its own and each floor is furnished with both drinking fountains and wash bowls.

The building is heated with steam and has a system of natural ventilation connected with it. Each room is provided with natural slate blackboards, and lighted by the famous Allen bay windows, which admit light entirely from the left hand side of the room, and now considered the only correct method of lighting school rooms.

The entire cost of the building ready for furniture was \$15,000.



REED CITY'S NEW HIGH SCHOOL BUILDING.

This building was finished and opened for use October 1, 1894. It was designed by F. S. Allen, School Architect, Joliet, Ills., and is one of the best buildings, for the cost, in that locality. It is modern in style, arrangement and equipment, and contains many new ideas in school house construction. The material is Berea sand stone and Findlay, Ohio, red pressed brick. There are two entrances, one from the front and one from the rear, each provided with large and commodious vestibules, inside of which broad and easy staircases lead to the floors above.

In the basement, which is high and well lighted, there is a large kindergarten room, boys' and girls' toilet and lunch rooms, and fuel, janitor and furnace rooms. The building is heated and ventilated by Smead furnaces and is supplied with Smead dry closets.

On the first floor are five class rooms 25x30 ft. in size, accommodating fifty pupils each, allowing an average floor area of fifteen sq. ft. per pupil. The rooms are lighted with large bay windows. The pupils are seated so that the light is on the left side, thus avoiding strong light in the teachers' and pupils' eyes, and the shadows that would necessarily exist if the rooms were lighted from the rear or right hand side. These windows not only furnish an abundance of light from the right direction, but are at the same time a very pleasing feature both externally and internally. Two wide and easy staircases lead from the first to the second floor; on the landing of the front staircase the office and Board room is located.

On the second floor are two class rooms similar to those on the first floor and a large high school room, seating one hundred and twenty-five pupils, with two recitation rooms, accommodating forty pupils each. From the second floor a short flight of stairs leads to the chemical laboratory, which is over the Board room in the tower. Each room is provided with wardrobes for both teachers and pupils and a reference library or book case.

This fine building is finished throughout in natural woods and oil, natural slate blackboards.

The cost, ready for furniture, was \$16,000.



Arrival of Dirty Children.

Entering the Bath.

The inauguration of the bath tub into the public schools of Chicago has proven desirable. It will remain a permanent feature of the school system. The civilizing influence of soap and water is nowhere more effective than in transforming dirty urchins, who come from the tough sections of the city, into clean children. The system was at first regarded as an experiment and some doubts were expressed, but it is safe to say that the bath tub will remain.

NEW RULES AND REGULATIONS.

San Francisco. Board repealed the rule which compels a lady teacher to leave the department when she marries.

Detroit. Board adopted a rule for double sets of bids hereafter on school buildings, one set for separate branches of the work and the other for the whole in a lump sum.

Marinette, Wis. Board adopted a new regulation which requires that all teachers be graduates of a Normal school or some reputable college, or else have had two years' experience in practical teaching. Under former regulations a high school graduate was eligible to such positions.

Piqua, O. The board adopted a resolution which requires all applicants for the position of teacher in the public schools, to furnish certificates from reputable physicians showing that the applicant is physically sound and able to perform the duties allotted.

A resolution relating to the qualifications of teachers was adopted by the Argus, Wis., board of education. It requires that all teachers be graduates of a Normal school or some reputable college, or else have had two years' experience in practical teaching.

Aberdeen, S. D. The school board has adopted a rule that all pupils entering as beginners in the first primary grade may enter only at the commencement of the term, and that pupils will be received at that time who will become six years of age on or before the first of January following. Beginners may enter at the commencement of the spring term when there are a sufficient number of applicants to justify the opening of an extra room for their benefit, or when they are qualified to take up work with the beginners of the previous year.



Young Professor: (*to his wife, while he eats something which he can not distinguish.*) But, Sarah, I wish you would be more explicit in your cookery.



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Salt Lake City, Utah.



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Life Director N. E. A.,
Emporia, Kan.



EARL BARNES,
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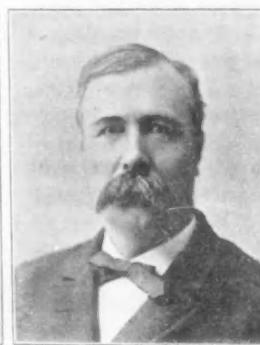
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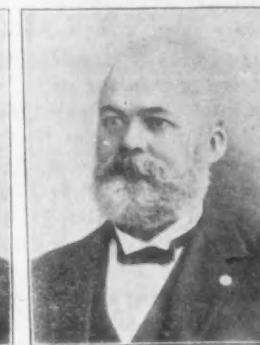
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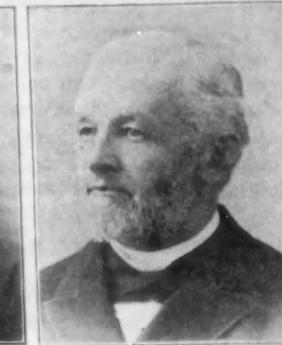
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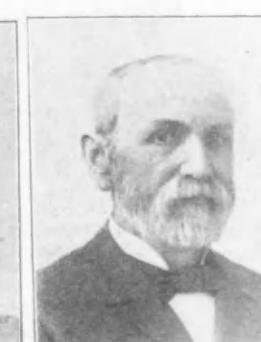
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Ypsilanti, Mich.



W. R. MALONE,
Vice President N. E. A.,
Salt Lake City, Utah.

OFFICERS OF THE NATIONAL EDUCATIONAL ASSOCIATION.

SUPPLIES AND EQUIPMENT.

Eau Claire, Wis. The board of education purchased six sets of Kennedy's dissected geometrical blocks.

Boards of Education desiring samples and figures on school stationery should write to the Smith & White Mfg. Co., Holyoke, Mass., who are the largest manufacturers in this line in the United States. Their school papers are specially prepared for school room use.

An extract from an unsolicited letter just received from Bangor, Maine, where the Holden Patent Book Covers, etc., have been used for the past seven years reads as follows: "The goods are here, and, of course, exactly right. We shall be ready for our summer order very soon, this last being merely to tide us over the present term with some new books. You cannot exaggerate the excellencies of your book covers, etc. We estimate that they double the length of life of a book, and should as soon think of getting along without shingles on the roofs of school buildings. M. S. Snow, Supt. of Schools." This last order above referred was for 11,000 covers for a lot of new books just purchased.

Racine, Wis. Contract for blackboarding awarded the Acme School Supply Co., Chicago. The board is to be the best artificial slate, guaranteed against gloss and defects for six years, to be put on for 77½ cents per square yard, the school board to put on the foundation.

A copy of the Catalogue of Physical and Electrical Apparatus, made by Walmsley, Fuller & Co., has been received. The catalogue is splendidly arranged, all apparatus of a kind being grouped together, with full descriptions of all new instruments, and they are many. We especially note the new "Mars" Air-Pump (lately patented), Rotator, Toepler-Holtz Machines and Dynamos. The table of contents and copious index add greatly to the ease of reference. The cuts are very numerous, and the heavy paper and clear type make the catalogue an elegant book. The title page was drawn by Mr. Fuller and attests his artistic ability. The new Physical and Chemical sets will fill a long-felt want and be appreciated by teachers. The catalogue will be sent on application.

The so-called Washington School Collection of minerals and rocks should be in every school. They are sold at from \$2. to \$3.50. Edwin E. Howell, of Washington, D. C., should be addressed in the matter.

Harbor Springs, Mich. Board purchased seven sets of relief maps from Central School Supply House, Chicago. E. W. Preston, agent.

For prices on school house water filters write to the Cream City Brass & Filter Works, Milwaukee, Wis.

The electric programme clocks, which are now going so extensively into new school buildings, are manufactured by Fred Frick, Waynesboro, Pa., to whom all applications for pamphlets and prices should be sent.

Alameda, Cal. Board awarded contract to furnish blackboards for two new school buildings to Weber & Co., hyloplate to be the material used.

Troy, N. Y. The supply committee of the board of education purchased a bicycle. The machine was presented to Superintendent George F. Sawyer, who will use it to visit schools. The members of the committee are of the opinion that the bicycle will be the means of expediting matters, also that it will save the expense of car fare which amounts to considerable during the year.

Chicago. Contract for black boarding the new Goethe school went to W. A. Olmsted for \$1375. The new Nic Cosh school will have venetian shades manufactured by H. B. Dodge & Co. The Western Mineral Wood Co., will supply the deafening for the Mont Clare school.

Santa Rosa, Cal. W. L. Oge, of the Pacific School Supply Co., recently addressee the board meeting on the subject of desks and supplies.

The Favorite Desk and Seating Co. recently supplied the Cleveland schools with a quantity of blackboards and base slating.

Santa Rosa, Cal. The question here has been between Haynes veneer blackboard and Hyloplate blackboard.

Portland, Me. Ordered Ladd's historical maps. St. Louis, Mo. Contracts awarded: Eagle Pencil Company, pen holders, 23c. per gross; drawing pencils, \$1.50 per gross. To St. Louis News Company, slate pencils, 7½ cents per box; thermometers, 82 cent per dozen. To Levison and Blythe, ink, 38 cents per gallon; mucilage 49 cents per 4-ounce bottle. To Robert D. Patterson, crayons, 3½ cents per gross; paper files, 75 cents per gross; ink stands, 70 cents per dozen; blotting paper, \$7.25 per ream; 16-pounds foolscap paper, 6 9-10 cents per pound; slates, colored lined ruling, \$12 per case; blackboard erasers, \$5.50 per gross.

Canton, Ill. Board will contract for telephones for the schools.

Baltimore. Contract to supply text-books went to Wm. J. C. Dulaney Co. Contract for stationery went to J. W. Bond & Co.

All the buildings erected in Chicago during the past five years have been equipped with the mineral wool to deafen the floors. The Mineral Wool Co. of Cleveland, Chicago and New York has been equipping a number of fine school buildings throughout the United States.

Youngstown, O. The board of education purchased one dozen sets of relief maps of the Central School Supply House of Chicago.

Dayton, O. The board of education purchased maps from the Central School Supply House.

The Lavette patent photographic mailing envelopes, which are so largely used in sending photos to distant friends, are manufactured by H. C. Lavette, 119 Randolph Street, Chicago. They prevent breakage in the mails, and are conveniently arranged.

A new manual, showing how roofing slate is laid, the advantage of slate as a roofing material, information about natural slate blackboards, prices, etc., has been issued by the Slatington-Bangor Slate Syndicate, Slatington, Pa.

SCHOOL FURNITURE.

Detroit. Contract for school desks was awarded to the United States School Furniture Co., of Chicago.

Syracuse, N. Y. The special committee appointed to investigate the subject of school desks, reported adversely on the request of the board of education to approve the award of the contract for 2,240 desks to the Piqua School Furniture Co. The committee recommended the acceptance of the Paragon desks represented by Randolph McNutt. The report was accepted.

Aurora, Ill. School seating contract was given to the United States School Furniture Co.

Fall River, Mass. Board gave contract for school desks to the United States School Furniture Co.

Chester, Pa. Board adopted the twentieth century desk, offered by J. M. Souder at \$4.75, for the assembly room of the new central grammar school building, but purchased 130 each of the Bobrick and Chandler desks for the primary department.

Nelsonville, O. Contract for seats awarded to the United States School Furniture Co.

Racine, Wis. School commissioners contracted with the Thomas Kane & Co., Chicago, for 240 normal desks, and forty standard desks.

Salineville, O. The Wabash Church and School Furniture Co. will furnish seats for four rooms of the new school building.

Minneapolis, Minn. The United States School Furniture Co. were awarded contract.

New York City. Contracts for school desks were awarded to the Richmond School Furniture Co., Manhattan School and Church Furniture Co., C. Roehr & Sons.

Pittsburg, Pa. School desk contract awarded to the United States School Furniture Co.

Cedar Rapids, Ia. Contract ordered with the United States Furniture Co., represented by J. W. Merrill, to supply the new building.

West Superior, Wis. Contract awarded to U. S. School Furniture Co.

The Globe School Furniture Co., of Northville, Mich., has opened offices at 909 Masonic Temple building, Chicago.

Wilmington, Del. The desk contract went to U. S. School Furniture Co.

The Cleveland School Furniture Company is running full capacity. The demand for the "Regal" desk is increasing each year.

Pittston, Pa. School furniture contract given to U. S. School Furniture Co.

The Grand Rapids Seating Co., under the management of S. W. Perégrine, has brought out a new adjustable desk.

Lawrence, Mass. The new ten room Tarbox school will be equipped with the Chandler Adjustable seats.

Worcester, Mass. Contracts for seating the Dartmouth street and Upsala street schools was awarded to Bobrick School Furniture Co., Boston, 800 Peerless Adjustable seats.

Minsted, Ct. Contract for seating new High School awarded to Bobrick School Furniture Co., Boston. Peerless Adjustable desks and seats.

Chester, Pa. The Board of Education contracted with the Bobrick and the Chandler Desk Co. to supply the furniture for the Larkin School.

Washington, D. C. Contracts for school desks, amounting to 900 seatings, have been awarded to Bobrick School Furniture Co., Boston, for Peerless Adjustable desk and seat.

Chester, Pa. Board bought 260 of the New Century Desks, finished in quartered oak, 130 of Bobrick adjustable desk, 130 of the Chandler adjustable desk, all finished in quartered oak, for use in new Central Grammar School.

La Crosse, Wis. Contracted for the Rubberless Automatic school desk, manufactured by the U. S. School Furniture Co.

Woodland, Col. The Pacific Desk Co., through their representative, Mr. J. T. Garrette, secured the contract to furnish furniture for the new school.

Sioux Falls, S. D. Two actions for slander were brought against S. H. Magner, a member of the Board of Education. One was brought by Superintendent Rowe and the other by D. R. Howie, a member of the board. The charge against Magner is that he told several parties that Rowe had secured his re-election as superintendent by bribing Howie to vote for him. The damages asked in each case is \$10,000.

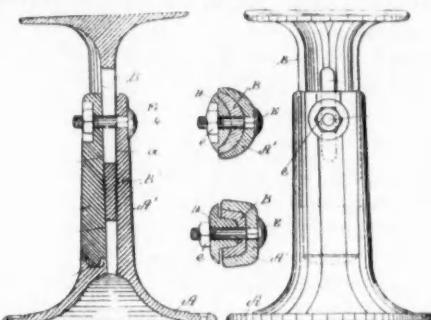
The only daughter of Chas. J. Barnes, manager of the American Book Co., was married last month.



Professor (to his wife):—Eliza, to-morrow evening at 8 o'clock I am to deliver a popular lecture on the Rational Training of the Memory. Kindly remind me so that I may not forget.

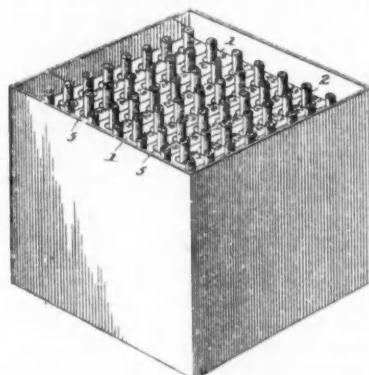
LAST MONTH'S INVENTIONS.

ADJUSTABLE SUPPORT FOR SCHOOL FURNITURE. Alban Andren, Beverly, assignor to the Chandler Adjustable Chair and Desk Company, Boston Mass.



An adjustable support for school or other furniture, consisting of a base portion having an interior inclined or wedge-shaped surface, vertically slotted and vertically adjustable furniture shank having on one side an inclined or wedge-shaped surface adapted to fit the said interior inclined surface of the base portion and provided on its opposite side with a similar inclined or wedge-shaped surface, a movable outer wedge or clamping bar having an inclined or wedge-shaped surface adapted to fit against the adjacent inclined surface of the shank opposite the point where said shank bears against the base, and a screw bolt passed through said wedge and base through the vertical slot of the intermediate furniture shank and provided on one end with a head and on the other end with a nut.

SANITARY PENCIL BOX. Mary A. Newell, Indianapolis Ind.



In a pencil distributor, a box or receptacle having a number of removable cases contained or nested therein, each case being divided into a number of separate compartments, and each compartment being formed or provided with an opening in its top adapted to receive and support a pencil.

DUSTLESS REMOVABLE BLACKBOARD-TROUGH. James M. Taylor, Hamilton, N. Y., assignor of one-half to Charles Thurber, same place.

A blackboard provided with an oblique molding extending along above the upper edge of the trough and end pieces projecting in front of the line of the blackboard and shelves C, C, adapted to support the trough; in combination with a removable trough having a closed bottom and a perforated top, rigidly secured to the trough beneath the edge of the trough, and suitable moldings F, forming a guard all around the upper portion of the trough, and a spring locking device secured to the main structure, and a projection on the bottom of the trough, adapted to engage with the spring catch.

The school taxes were fixed in the following cities: Monnd City, Mo., 9 mills; Titusville, Pa., 18 mills; Millville, O., 3 3-10 mills; Newark, O., 7 mills; Fremont, O., 10½ mills; Braddock, Pa., 6 mills; Cincinnati, O., 7 2-10 mills; Shammokin, Pa., 26 mills; Johnstown, Pa., 5½ mills; Harrisburg, Pa., 4½ mills; Findlony, O., 8½ mills; Piqua, O., 7 mills.

HEATING AND VENTILATION.

The "New Standard" radiator, manufactured by the Standard Radiator Co., will in the future be called the "Buffalo-Standard." The success of this firm is well established.

York City, Pa. The contract for the heating apparatus for the Pere street school building was secured by the Smead & Wills Warming and Ventilating Company.

Cedar Rapids, Ia. The contract for heating and ventilating was let to the Peck Williamson Heating and Ventilating Co., Mr. Swann, agent.

Pittsburg, Pa. The Osceola school is supplied with the Fuller-Warren system of heating and ventilating, and is regulated by the Johnson electrical thermostat, which places the regulating of the temperature beyond the control of any person who is sensitive to either high or low temperature. This system has been recently adopted by the state of Massachusetts for all public buildings.

Chamberlain, S. D. The Board of Education notified "The Ruttan Warming and Ventilating Co." that the dry closet system was not giving satisfaction and request them to take action at once in regard to making some change.

Danville, Ill. The bidders were Fuller & Warren and Smead Warming and Ventilating Co. No decision.

Chicago. The Smead company has removed its office from the Monon to the Marquette building.

Chicago. Contract for heat regulation for a new twenty room school and also the Pacific school awarded to the Chicago Electric Service Co. Contracts for the Hopé Ave. school and Townsend street school were awarded to the Powers Regulator Co.

A new edition of the "Florida" catalogue of steam boilers has been issued by the American Boiler Co. It contains an interesting description of this famous boiler, its construction, etc. The company has also issued catalogues on the "Soleil" safety steam boilers and the "Perfect" hot water heater.

The Smead Warming and Ventilating Co., of Chicago, has issued a fine catalogue showing new school houses equipped by them.

Green Bay, Wis. Contract to heat and ventilate new school was awarded to Fuller & Warren Co.

East St. Louis, Ill. The new high school building will be equipped with the Johnson system of heat regulation.

Boston, Mass. The Johnson system of heat regulation will go into the new Myrtle St. school.

Bridgewater, Mass. The new state Normal school will be fitted with the Johnson system of heat regulation.

St. Louis, Mo. The board has contracted to put the Johnson system of heat regulation in the new Ashland school and the Washington school.

Cedar Rapids, Ia. The Peck-Williamson Heating and Ventilating Co., Cincinnati, represented by Mr. Swann, gets the contract for the new school.

Rutland, Vt. Board of school commissioners propose to pay the Buffalo Forge Co., which put in heating apparatus, six per cent. interest on the contract price until such time as the apparatus has been tested, provided it proves acceptable.

Baraboo, Wis. The contract to heat the first ward school building was let to the Fuller and Warren Warming and Ventilating Co.

Cedar Rapids, Ia. Peck-Williamson Heating and Ventilating Co., through their agent, Mr. Swann, secured the contract to place their system in the new school building.

Attention is called to the advertisement of the New York Central Iron Works, Geneva, N. Y. The Dunning all-steel boiler which they manufacture is specially adapted for school houses. Their safety is tested before leaving the works and guaranteed. The company not only supplies hundreds of boilers in this country but are heating schools in Japan and Germany.



"GIRLS, TEACHER IS COMING."

A PIONEER IN SCHOOL EQUIPMENT.

The appearance of the portrait of H. B. Dodge in the columns of the School Board Journal will be greeted by many school board members who will remember his kindly countenance. For many years Mr. Dodge was traveling and dealing directly with hundreds of boards of education. He was the first man to successfully devise and introduce Venetian shades and blinds into school houses. This useful article is now a permanent feature in hundreds of modern school buildings and will have to eventually go into universal use.

Mr. Dodge is a native of Vermont, who combines the excellent qualities of an old New Englander with those of the typical Westerner. He is energetic, strict in business methods and above all things honorable in all his dealings.

The Dodge Venetian shades first went into use in the Chicago schools in 1885. Since then every new structure in that city under the care of the board of education has been so equipped. The shades have practically introduced themselves, or rather their utility was at once so apparent that they needed no special recommendation. They enable an absolute control and regulation of the light in a school room by a mere touch of the hand. The slats comprising the shade move independently by a slight movement of the tape in which they are inserted.

The demand for them is steady and they have become a staple article. Mr. Dodge conducts his business principally through correspondence. He has offices in the Chicago Stock Exchange building, where he is ably assisted by his son A. H. Dodge, a young man who has inherited his senior's sterling qualities.

PROTECTION FROM FIRE.

The subject of protection from fire in schools is one of great importance, yet it is one that has had but very little attention. We suppose that this neglect has been on account of the large prices asked for suitable apparatus, but now that a hand chemical extinguisher has been specially designed for school purposes we trust that superintendents will give the subject their attention before the fall term. In another column will be found the advertisement of the Eureka Fire Extinguisher, which is the simplest and most efficient apparatus on the market. It is just the article for school use as it can be operated as successfully by girl or boy as by a man. Send at once for circular and testimonials.

VALUABLE COLLECTION FOR SALE.

A large and valuable collection of Archaeological Historical and other Relics, Fossils, and Minerals, over ten thousand butterflies, beetles, etc., etc., some fifteen hundred coins, game-heads and horns, freaks of nature, etc., all named and classified. The entire collection will be sold in part or otherwise. For catalogue and particulars apply, Dr. H. H. Hayssen, 143 Third Street, Milwaukee, Wis.



BOOK REVIEWS.

KING'S SCHOOL INTERESTS AND DUTIES. By Robert M. King. Published by American Book Co.

This new book by Prof. R. M. King, of the Indianapolis High School, is a work of 336 pp., recently issued by the American Book Company. It is unique in plan, and is addressed alike to school officers, teachers, and parents—in fact, to all interested in educational work.

Prof. King claims to have received the inspiration to his task from the remarkable address delivered many years ago by President Davis Perkins Page, of the New York State Normal School—in which address the speaker talked very plainly of the mutual duties of parents and teachers in reference to the school. Since Mr. Page's time, the parties to this mutual responsibility have become three in number, for the school officer has come into being. Prof. King recognizes the necessity for the thorough co-operation of all these parties if the educational interests of the public are to be efficiently advanced.

The book before us is neither an exposition of the legal duties, and status of the interested parties, nor yet a disquisition on pedagogics. Presuming that the legal duties of each party are sufficiently understood from the language of the statutes, Prof. King develops what he calls the relative duties, and shows how the school may be improved in very many ways by enlightened co-operative effect in any community.

The work covers the important subjects of compensation to teachers, school architecture and sanitation, school morals, school etiquette, school libraries, Teachers' Institutes, Teachers' and Pupils' Reading Circles, school celebrations and observances, etc., and is filled with important matters relating to the health and comfort, the manners and social training, and the entertainment as well as the instruction of school children. The chapter on "The Dictionary, and how to Use It" is one of peculiar value since it contains practical suggestions and information not always easily obtainable elsewhere upon matters which enter into the teaching of every branch of study in whatever grade.

The chapter on "The Teacher's Relation to Public Opinion" is a strong one, and presents a high ideal of teacher's sphere and influence in the community and in the Nation.

The volume contains many happy quotations, which will be prized for their literary and other merits. It should be in the hands of every school officer and teacher, and it would be well if parents generally would read the book.

THE SCHOOLMASTER IN COMEDY AND SATIRE. By H. M. Skinner. Published by American Book Co.

The Schoolmaster in Comedy and Satire is a handsome, large octavo volume of nearly 600 pp., issued by the American Book Company. The work is professedly a companion volume to "The Schoolmaster in Literature," by the same author (Col. Hubert M. Skinner), which has enjoyed so large a patronage from the teachers of the country.

The new volume possesses many original features which render it, perhaps, the most complete Reading Circle book that has yet appeared. It is divided into eight parts, corresponding to the working months of the Reading Circle year, and it contains suggestive outlines for study (both literary and pedagogical), together with notes from standard authorities in the teacher's profession, systematically arranged for the successive development of pedagogical themes. Still further, it is supplied with questions for examination and review, covering the work of the entire volume.

The book is prepared in a rather light vein, and will prove attractive as a reading book for recreation. Much of it, in fact, was written for juvenile readers, though not a little of it has attested great strength in influencing the thought of the world in the past two or three centuries.

As a study in literature, the book is something of an excursion. It is by no means confined to such conventional authors as Shakspeare, Swift,

Pope, and Dickens, but includes Rabelais—that morning star of the educational reformation; Fenelon, the idol of French readers; Berquin, the Friend of the Children; Gogol, the father of Russian novelists; Colman, Scribe, and Robertson, whose bright comedies have set the world in a roar of laughter; Bardeen, the keen observer and humorous novelist of the American graded school; Eckstein, the most versatile of living German writers, and others whose works are not generally accessible in convenient form, although they well repay reading—especially when used (as in this instance) as mirrors for the reflection of educational truths.

"The Greater Dunciad" is a keen exposition of non-Pestalozzian education. "The Norway Free High School" will be of great value to any teacher, since it deals with real men, women, and children as they are found in the world. The pungent satire of D'Arcy Thompson and of our own poet Saxe possesses great moral force. "The Dame School Holiday" is one of the most beautiful and touching pictures of school life in English literature. "The Visit to the Cell" is perhaps the most popular piece of humor in the world to-day, being almost equally well-known in many nations.

While more entertaining than its predecessor, "The Schoolmaster in Comedy and Satire" is perhaps even more keenly pointed in its application to educational truths and cannot fail to be of great value to any teacher, both as a means of literary culture and as an incentive and guide to better professional work.

A HAND BOOK OF ENGLISH COMPOSITION. By James Morgan Hart. Published by Eldredge & Brother, Philadelphia, Pa. Price \$1.

Among the many new books which constantly make their appearance, there are here and there volumes which have exceptional merit and which we treasure forever after. The present volume is a hand book in the truest sense and yet a literary comparison as well. The gems of literature are so selected as to subserve the plan of the book, guiding the editor as well as the pupil, into the mysteries and beauties of English composition. No one who uses the language, be it in letter writing or literary work of any kind, will fail to become impressed with the value of the book as a real guide, and to feel the charm of a skillful educator. It deserves a convenient place on the book shelf.

THE TABLE GAME. By Heleni J. Roth. Publisher, Wm. R. Jenkins, N. Y. Price 75 cents.

This is a French game whose object is to familiarize pupils with the names of things that are placed on the dining-room table. In playing, pupils are obliged to speak French, as there is not an English word in the game. It is suitable to both old and young pupils.

F. L.

DEUTSCHE LITTERATUR SPIEL. (German authors.) By F. S. Zoller. Publisher, W. R. Jenkins, N. Y. Price 75c.

This is an interesting and instructive game. It consists of 100 cards, arranged in sets of four, each set giving the name of an author and three of his best known works. It ought to be a household game for all the lovers of the German tongue.

F. L.

ERASMIUS. By Prof. V. S. Clark. Publishers, Ginn & Co., Boston, Mass.

This book is primarily intended to provide supplementary reading for Latin classes in secondary schools. The colloquia for school use are of the utmost importance and in this regard the editor has imitated the illustrious example of the University of Paris and eminent European teachers. This volume is heartily recommended to all teachers of classics.

F. L.

THE COMPLETE POETICAL WORKS OF WALTER SCOTT, with Introduction by Charles Eliot Norton, Biographical sketch by Nathan Haskell Dole. Published by Thomas Y. Crowell & Co., Boston.

When the flood of new books which constantly flow from the publishers' presses contains, as it does, so many volumes which are as transient and transitory as a daily newspaper, the appearance of a new edition of an old favorite, is suggestive. The standard of literary taste is not lowering. A demand is met. The publisher is the agent. To him

belongs, however, the credit for stimulating the interest for substantial literature by presenting it in a new and attractive form.

The new edition of Walter Scott's Poetical Works is accompanied by a concise and comprehensive introduction and biographical sketch, showing the great bard as he was seen by the literary world of the past and the present. The volume is published in convenient form and in the typographical excellence so characteristic of the publishers.

W. G. B.

MYTHS OF NORTHERN LANDS. By H. A. Guerber. Published by American Book Co., New York, Chicago.

The author, so encouraged by the success of his book on the "Myths of Greece and Rome," that he set out to familiarize the English student of letters with the classics of the North. We all admire the first production and we can do no less with the second. The fanciful product of the South proved soothing, but the vigorous breath of the Northern mythology is bracing. Prof. Guerber's book on the "Myths of Northern Lands" is therefore well conceived. The plan of the work is commendable, the selections are well chosen, and their treatment apt and interesting.

W. G. B.

MATERIALS FOR GERMAN PROSE COMPOSITION. By Prof. H. C. G. Von Jagemann, Harvard University; 168 pp., 90c.

AN INTRODUCTORY GERMAN READER. By Prof. W. D. Whitney, Yale University, and Marian P. Whitney, High School, New Haven. Henry Holt & Co.; 16 mo. 399 pp.

Two attractive books for students of the German language. In the second the extracts are complete in themselves, prose and poetry, some of them from the best authors, carefully arranged. The composition book is made up, not of collections of detached sentences but of fifteen selections of considerable length, continuous stories such as Alfred the Great, by Dickens; Lamb's Tale of the Tempest, Scott's Macbeth, The Story of Soldier Fritz, etc. Each book has abundant notes, references and vocabulary.

EL DESDEN CON EL DESDEN. (DISDAIN AGAINST DISDAIN.) By Don Augustin Moreto y Cabana. Edited by Alexander W. Herdler. Wm. R. Jenkins, New York.

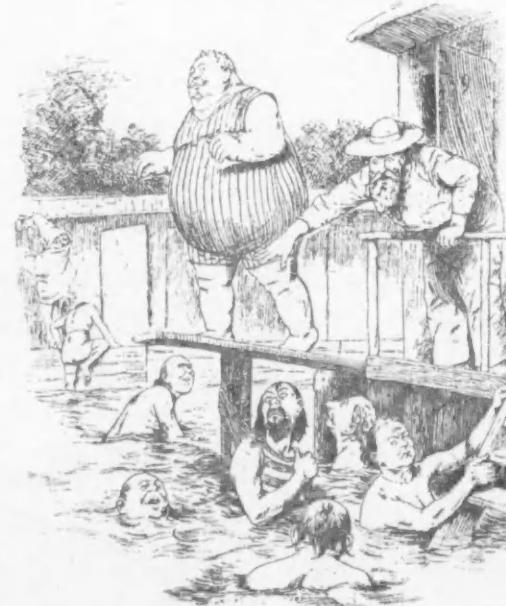
The comedy "El Desdén con el Desdén" by Moreto, one of the masterpieces of Spanish literature, has been newly edited by Alexander W. Herdler, instructor of modern languages, Princeton University.

Prof. Herdler has provided his edition of the excellent old comedy with an introduction in which he gives some valuable hints about the life of the author and the prevailing metre in his drama, and with a great number of explanatory notes which not only will facilitate the student's work but also will really make them what the editor wanted them to be, a most suitable introduction to the study of the classical Spanish dramas.

Lovers and students of Spanish literature will thankfully acknowledge the assistance they find in Prof. Herdler's edition.

L. S.

At the Swimming School.



Instructor: (While an unusually stout gentleman prepares to enter the water.) "All who cannot swim will quickly get out."

ELEMENTS OF ENGLISH GRAMMAR. Cloth, 163 pp.
ENGLISH GRAMMAR AND ANALYSIS. By Martha Buck, Prof. of English Normal University, Carbondale, Ill. John E. Potter & Co. Cloth, 173 pp.

The "Elements" begins with the sentence and aims to make the learner familiar with words and their uses in the sentence, but is more than mere language lessons, as it presents the principles of construction. The second book is to follow the Elements, and gives more fully the principles of grammar, methods of analysis and models of construction. The books have been carefully prepared by an experienced teacher.

A MANUAL FOR THE STUDY OF INSECTS. By John Henry Comstock, Professor of Entomology in Cornell University, and in Leland Stanford Junior University, and Anna Botsford Comstock. Cloth, 701 pp.; \$3.75 net, \$4.00 post paid. Ithaca, N. Y. Comstock Publishing Co.

Intended as an elementary systematic text-book for the use of students in high schools and colleges and for teachers in primary and secondary schools. The author states that its most distinctive feature is a series of analytical keys by means of which the family to which any North American insect belongs can be determined, characteristics of each family, both as regards structure and habits are given, and the more common species described. Thus any insect can be referred to its family. Of the more familiar insects, the name, both scientific and common, is given, and the pronunciation of the former is clearly indicated. Books on particular groups of insects have heretofore been published. This is a general work with analytical keys to all orders and families. The author does not claim for the work any great degree of completeness. That would require many volumes. The purpose is to simplify the study, leaving the more minute descriptions to those authors who have treated of particular orders or species. An attempt has been made to make the nomenclature more uniform.

The author is thoroughly interested in his investigations. In his studies he has been greatly aided by Mrs. Comstock, by whom a large part of the engravings have been made. The book contains 737 figures of insects and parts of insects magnified, besides six full page plates, some of them exceedingly fine. Special descriptions are given of injurious insects, and of those that possess an economic interest.

GYMNAStic TACTICS. By Carl Betz, Director and Supervisor of Physical Culture, Public Schools, Kansas City, Mo. A. Flanagan, 262 Wabash Ave., Chicago. Price 75c.

Book II (second revised edition) of the Public School Gymnastic Course System of Physical Culture is devoted to "gymnastic tactics, including running and hopping, fancy steps and fancy marches, march and song reigen." While the author's works are based upon the principles of the German system of gymnastics, he has adapted them to the public school system of the United States.

Any systematic attempt to make the development of the body keep pace with that of the mind should merit the approval of every teacher. No teacher does his whole duty unless he is trying to better the physical condition of his pupils.

The author treats the subject clearly and the numerous diagrams thoroughly illustrate what is said. The first exercises are very simple and the subsequent ones are not too difficult for public school pupils. The book seems capable of performing a very important mission. G. A. C.

FRENCH VERBS. REGULAR AND IRREGULAR. By Charles P. Du Croquet. 12mo, pp. 47; New York, William R. Jenkins. 40 cents.

In this work, the regular verbs of the French language are arranged in four groups, determined by the ending of the present infinitive. Marked stress is laid upon a thorough knowledge of principal parts, stems, endings. To make the formation of tenses plain and reasonable to the learner, the verbs are conjugated in the order of their principal parts.

Irregular verbs and irregularities in stems are treated separately and definitely. There are several pages of exercises, followed by entrance examination

questions from Yale, Harvard, Princeton and Columbia.

Mr. Du Croquet believes that the only way of knowing French verbs is by learning them and evidently adheres to the old system of conjugation.

C. H. L.

ARITHMETIC OF PRACTICAL MEASUREMENTS. Western School Supply House, Des Moines, Iowa.

This is the twentieth edition of a little work to accompany Kennedy's Dissected Mathematical Blocks and designed to give pupils some thoroughly practical arithmetic.

In each section is shown the geometrical figure to be considered, together with a representation of the original figure dissected so as to show how its area or volume may be derived.

Explanations and rules follow in each case. A large number of examples are given.

A section devoted to practical information and tables will prove decidedly helpful. W. B. H.

NEW SCHOOL LEGISLATION.

A bill is before the Michigan legislature providing a salary of \$300 a year to each member of the Detroit board of school inspectors.

Pennsylvania. The compulsory education bill, which is now a law, requires that every child in the Commonwealth between the ages of eight and thirteen years shall attend for at least sixteen weeks in each year a school in which the common English branches are taught. Only such children shall be exempted from these provisions as are certified by parents or guardians to be mentally or physically incapacitated, or who live two miles from a public school, or who are being otherwise instructed in the common branches and are so certified by the principal of a school. A fine of \$2 is provided for the first offense of anyone against the law, and \$5 for each succeeding offense. An appeal to the Court of Quarter Sessions is allowed to the negligent parents or guardians. Boards of school directors or controllers are authorized to appoint truant officers to better enforce attendance at school. A census of the school children in every voting district must be taken by the district assessor at the same time that the annual assessment is made, and certified to the secretary of the district school board. Each teacher is required to report to the school board secretary monthly the names of all children who have been absent without satisfactory reason for five successive days. The school board secretary must then proceed against the parents or guardians of the child. A plea of poverty, made by the parents or guardian, if sustained by the evidence, is expressly declared a sufficient excuse for non-compliance with the act, and in such a case the cost of prosecution is to be paid by the school board. The failure of any school board secretary to comply with the provisions of the law, is declared a misdemeanor, and he is liable to a fine not exceeding \$25.

According to the provisions of the New York compulsory educational law, parents or guardians who fail to send their children to school shall be fined five cents for each day of such failure for each child. Habitual truants must be arrested by officers without warrants and sent by a magistrate to training schools.

Cleveland, O. A new style of architecture has been adopted by the board, with the effect that smaller school buildings and a larger number will be erected hereafter.



MILITARY TRAINING IN FRANCE.

WONDERFUL RELIEF MAPS.

(Continued from Page 8.)

in making decided improvements in the equipment of modern school houses and in certain much used school supplies.

F. J. Albrecht, the vice president and secretary of the Central School Supply House, is a native of Ohio, and, like his colleagues, had an humble beginning in life. He worked in a stave factory until he had attained the age of sixteen when he secured an education which fitted him for a teacher. Five years later he became a traveling salesman, and in 1891 threw his lot with the present Company. His struggle for an education had exhausted his finances so that four years previous he had to borrow money to pay his fare to Chicago. His persistency, energy and industry won. His one-third interest in the Company and the important position he holds are well earned.

The treasurer of the company is Mr. Thos. L. Haynes, A. M.—who is a native of Pennsylvania—spent his boyhood days on a farm. They were attended by much hard work. He managed, however, to secure a college education and turned his attention to the publishing line in 1873. The first important step he took was when he became the senior author of the "Royal Path of Life." This book was his conception and attained a sale of 800,000 copies. He also published the "Museum of Antiquities," "Worth and Wealth," etc. His present duties comprise the management of the finances of the Company and the manufacturing department. Mr. Lorenz and Mr. Albrecht attend to the sales department.

Mr. Haynes is classed among the substantial business men of Chicago. His strict business integrity, and social qualities have won for him the confidence and esteem of his fellow men.

All three, F. A. Lorenz, F. J. Albrecht, and T. L. Haynes are members of the National Geographical Society.

SCHOOL BOARD NEWS.

The Prince George County, Md., school board refused to order the schools closed on Memorial Day.

Victoria, B. C. The question of legality alone prevented the school board from providing a swimming bath for the public schools.

Escanaba, Mich. School board believes in having the pupils and teachers of the high school kept posted on the news of the day, so has ordered daily newspapers for them.

Howard County, Md., is infested by a fire bug who pays too much attention to school buildings, so much so that the school board has offered a reward for his capture and conviction.

**AGENT VOSE'S TACT.**

A little tact at times goes a great ways in school book agency work. In fact, this commodity is indispensable and its proper application rests upon the intellectual resources of the agent, while frequently the elements of wit and humor must be uppermost.

L. D. Vose, of D. C. Heath & Co., sometime ago looked after an adoption which was wearily pending in the school board of a small western town. The board was genial but slow—so slow that it tried Vose's patience. After frequent postponements the board met one afternoon at a lawyer's office.

The afternoon was consumed in talking politics, crops, weather, etc., while Vose was apparently a companionable listener.

Vose tells His Story.
The shades of evening were lurking through the windows and he was still listening.

Finally, Vose said, "Let me tell you a story. I once met a school book agent in a large city on a hot summer's day who sat immediately in front of a large building while the burning sun poured down upon his head. I asked him why he had selected this uncomfortable place."

"A school board member has gone into this building and I am awaiting his return."

"But, man, you will perish here," I exclaimed.

"Very likely," he gasped, "I have sat here for two hours, but this is my post of duty, and here I remain till I die, or find my man."

"And the poor agent died waiting."

The inimitable manner in which Vose told the little story raised a laughter and everybody saw the point. A motion to adopt the Heath list of books was promptly carried, and unanimously at that.



At Denver,
School Book Agent. What! no room for a traveling man!

Hotel Clerk: Convention you know. Only educators accommodated.

School Book Agent: Well, old man, I am right in it. I am a traveling educator.

**PORTER'S FIRST ADOPTION.**

"Porter, tell us something about your agency experience. You are evidently an old timer," so said the School Board Journal correspondent to A. H. Porter of the Werner Co., whom he met in the lobby of the Hotel West, at Minneapolis recently.

"Some experiences, did you say? Well, I can relate my first experience."

"All right, sail away at it."

"The first district that I ever took for school books was at Eagle Creek, Buffalo Co., Wis. At nearly every four corners in that county there is a saloon kept by a German. Nearly all the people in that county are Germans. I called at the saloon and found that the saloon-keeper was the clerk of the district. I told him my business and he said you are just the man I have been wishing to see. Taking me out doors he pointed to a little hut on the top of a very steep high hill, and said to me: "Go and bring that man down here." I asked him for the other man, and he said: "No matter about the other man, two are enough." I proceeded to get the man. He could not talk English and I could not talk German, but I pointed to him to come down to the saloon, and when we reached it the saloon keeper said: "Vell, we must have some beer." I threw down a quarter and said that I did not drink, but to help themselves. They sat down at a round table in one corner and commenced to sip their beer and look at the bindings of the books which I had spread upon their table. I proceeded to fill out the papers including the contracts for five years. After the beer was finished the Clerk said: "Vell, we must have some more beer," so I threw down another quarter and then they said "Where are your papers?" I handed him the papers and they signed them, and then they said "we give you an order for five years." They understood by the terms of the contract that they must order books enough at that time to last them five years; so you may imagine I secured a large order for the average school district. I think brother Lane will testify to the fact that they had books enough in the first year to last them more like ten years than five. So much for the two quarters and the beer."

AMONG PUBLISHERS AND AGENTS.

D. C. Heath & Co. and the Werner Co. have both taken offices in the Walker building, 110 Boylston street, Boston. Silver, Burdett & Co. are already in this building, placing three large publishers together.

Robert Foresman is slowly improving and will soon hold the reins again as the Western manager of Silver, Burdett & Co.

Wm. Clendennin and C. C. Burchard, formerly with Ginn & Co., have taken positions with the American Book Co. Mr. Burchard will look after the music interests while Mr. Clendennin will have charge of the general school book interests in Western cities.

The esteem and kindly feeling entertained by book men for one another may be observed from a poem entitled "Coeur de Lion" which appeared in the last issue of the School Board Journal. It was written by O. P. Barnes, the Kansas agent for Ginn & Co., as a tribute to C. C. Burchard now with the American Book Co.

The American Book Co. has moved its New York offices to the University building, Washington square.

T. W. Gilson, western manager for Ginn & Co., Chicago, was in Boston last month.

Miss Mary R. Pierce, who has been in the music department of Ginn & Co., Chicago, has taken a similar position with the American Book Co.

J. M. Eppstein, formerly with D. C. Heath & Co., has accepted a position with the American Book Co.

Frank M. Goss, of Lee & Shepard, Boston, will be at Denver.

E. R. Smith, of Ginn & Co., who is an ardent



Why this Crowd.

First Citizen:—What is the matter?

Second Citizen:—Nothing, only two men are arguing on school histories. One man thinks they are not patriotic enough, and the other thinks they are too battle smokey.

admire of Tolstoi, will be pained to learn the recent revelations regarding the great Russian.

Will the veteran book men, like P. B. Hulse, J. A. M. Passmore, John C. Ellis, A. C. Stockin, Maj. A. J. Cheney, Geo. H. Beattys, N. E. Banks, etc., be at Denver? We shall look for them.

Guy P. Benton, assistant State Superintendent of Public Instruction of Kansas, has tendered his resignation, for the purpose of accepting a position with E. H. Butler & Co., of Philadelphia and Chicago.

F. W. Arbury has resigned as superintendent of the Battle Creek, Mich., schools and accepted a position with Silver, Burdett & Co. Mr. Arbury is a big hearted man who makes friends as he goes and will prove a successful agent.

A neat and compact Agents' Expense Account Book may be obtained from the Boston School Supply House, 12 Bromfield St., Boston.

Hugh Foresman has been making a tour through the East for Albert, Scott & Co., of Chicago, of which firm he is a member.

C. Clifford Noble, of the firm of Arthur Hinds & Co., New York, made a tour of the Northwest last month. Mr. Noble is a young man full of vim and enthusiasm. His firm has been growing rapidly. Several new books are in course of publication.

Denver will see a good delegation of book men both Eastern and Western at the N. E. A. meeting. All are invited to come around to the Brown Palace and have a straw with Bruce.

Jonathan Piper, the veteran book man is enjoying good health again and looks after his books as vigorously as of old.



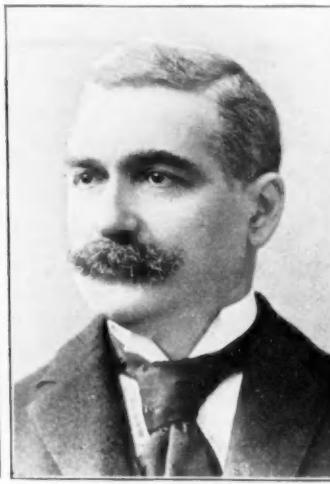
EDWARD S. T. LORD.
M'g'r Educational Department Chas. Scribner's Sons.



L. J. PHEBUS,
Agt. Werner Co., Chicago.



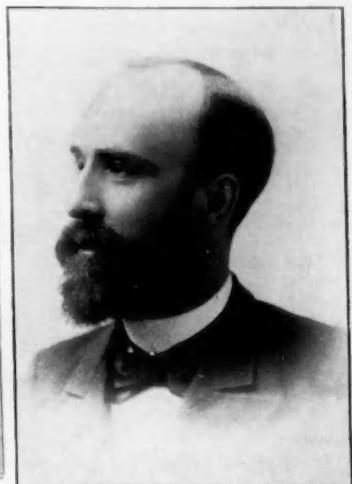
WM. S. MACK,
Western M'gr. Prang Educational Co.



W. S. SMYTH,
Western M'gr. D. C. Heath & Co.



F. B. GINN,
Ginn & Co., San Francisco, Cal.



A. FLANAGAN,
Educational Publisher, Chicago, Ill.



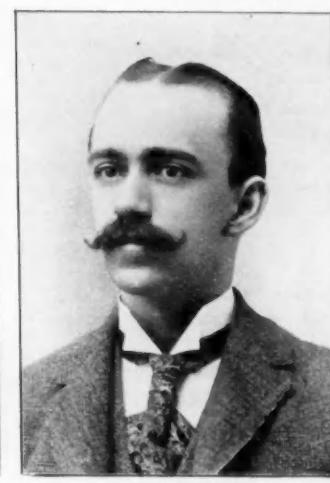
C. A. SIBLEY,
West. M'gr. Leach, Shewell & Sanborn.



J. D. WILLIAMS,
West. M'gr. Maynard, Merrill & Co.



ROBERT FORESMAN,
West. M'gr. Silver, Burdett & Co.



ALFRED HORN,
Western Manager D. Appleton & Co.



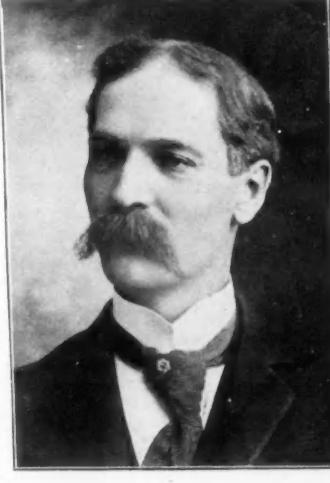
E. H. SCOTT,
Albert, Scott & Co., Chicago.



ADOLPH DUEBER,
Am. Book Co., Chicago, Ill.



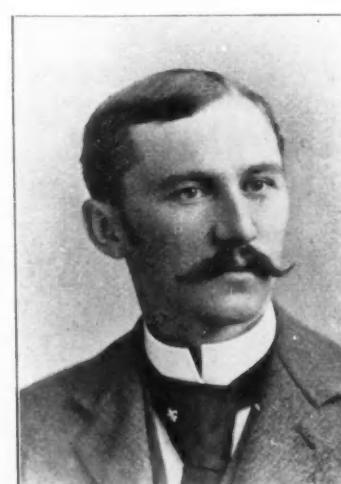
GEO. H. BLISS,
Ginn & Co., Chicago, Ill.



T. W. GILSON,
Western Mgr. Ginn & Co., Chicago, Ill. CLARENCE C. BURCHARD,
Music Representative American Book Co.



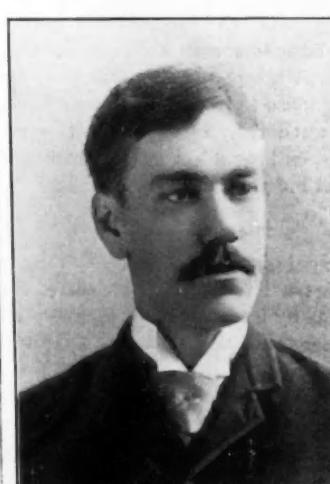
O. P. BARNES,
Representative of Ginn & Co., Kans.



H. H. HILTON,
Ginn & Co., Chicago.



R. N. PEMBERTON,
D. C. Heath & Co., Kans.



HUGH A. FORESMAN,
Albert, Scott & Co., Chicago.

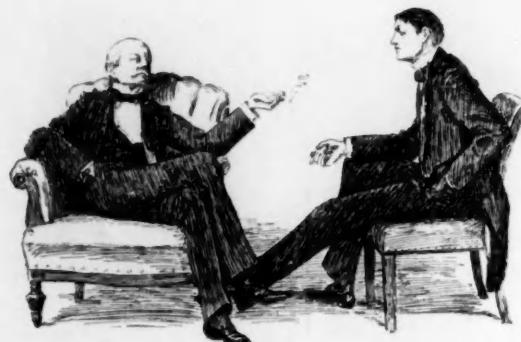


E. R. SMITH,
Ginn & Co., Chicago.



R. S. LOBDELL,
Maynard, Merrill & Co., Chicago, Ill.

WESTERN SCHOOL BOOK MEN.



Father—Well, Thomas, you have graduated from college and are now ready for your life work. What will be your field?

Son (*thoughtfully*)—Well, to tell the truth, sir, it is a little hard to decide between left and centre.

"Boys," said the teacher of history, "can any of you quote a verse from scripture to prove that it is wrong for a man to have two wives?"

He paused, and after a moment or two a bright boy raised his hand. "Well, Thomas?" said the teacher encouragingly. Thomas stood up and said, "No man can serve two masters."

The question ended there.

"Remember, boys," said the teacher, "that in the bright lexicon of youth there's no such word as fail."

After a few moments a boy raised his hand.

"Well, what is it, Socrates?" asked the teacher.

"I was merely going to suggest," replied the youngster, "that if such is the case it would be advisable to write to the publishers of that lexicon and call their attention to the omission."

Mother—"You are at the foot of the spelling class again, are you?"

Boy—"Yes'm."

Mother—"How did that happen?"

Boy—"I got too many z's in scissors."

Teacher—"You have named all domestic animals, save one. It has bristly hair, it is filthy, likes dirt, and is fond of mud. Well, Tom?"

Tom (*shamefacedly*)—"That's me."

One on the Old Man.

Father (*impressively*)—"Suppose I should be taken away, suddenly, what would become of you, my boy?"

Irreverent Son—"I'd stay here. The question is, what would become of you?"



THE SCHOOL BOARD JOURNAL'S office cat.

An Explanation.

"Why didn't you answer your teacher when she spoke to you in the arithmetic class, Ethel?"

"'Coz mamma told me I muthn't thpeak durin' thchool houurh."

"There's one thing about me that I don't understand," said Tommy, thoughtfully, "and that's why it is that making marks on wall-papers is such lots of fun, and making 'em in copybooks in school is such hard work."

Teacher—"Charley, how many senses have you?" Charley—"Four — seeing, hearing, tasting and feeling."

Teacher—"Hem, you have a nose also, what do you do with it? You smell, do you not?"

Charley—"Naw, I have a cold!"

"Fractions is awful tough," said Tommy. "I'll be glad when I'm a man like pa, and forget all about them like he does."

Denver Youth—"What would you do if you was me?"

Boston Schoolmarm—"Well, the first thing I'd do, I believe, would be to take a few lessons in grammar."



Professor (*to his wife*)—How, in heaven's name, do you expect me to write my book on Herbartian Child Study if that baby keeps on cooing. My children will ruin my career.

Three Styles.

Young Lady—"I wish to get a popular novel, anything people are raving over."

Bookseller—"Here is the latest, madam, already in its seventeenth edition."

Young Lady—"Is it of the romantic or realistic school?"

Bookseller—"Neither. It is of the erotic or idiotic school."

A youth to fortune and to fame unknown sent a great educator the manuscript of a new school book, asking him to become his collaborateur. The great educator was for a moment petrified, then he seized his pen, and replied: "How dare you, sir, propose to yoke together a horse and an ass?" The author, by return of post, wrote: "How dare you, sir, call me a horse?" Educator (by next mail) "Send me your book, my friend!"

Their Credentials.

The principal of a certain ladies' college in Cambridge advertised for a porter, asking the candidates to apply by letter. One correspondent began with "My dear sir," and ended with "love to all the family."

Another, after stating his many qualifications, made the following admission: "I am a married man, but a Christian," and at the foot of his letter put: "P. S.—Strick T. T."

A third, a woman, wrote in favor of her husband, saying he was specially well qualified to be a janitor in a school, "because he had a sister who was married to a gentleman whose father had been a teacher."

FRENCH, ITALIAN AND GERMAN HUMOR.

DANS UN SALON D'ARTISTES.—"Qu'y a-t-il entre le rire et les larmes?"

"Le nez," répondit froidement Vivier.—*Le Figaro*.

Schmeichelhaft.

Vater (der seinem Söhnchen am vergangenen Tage bei der Schularbeit geholfen hat): „Na, was hat der Lehrer gesagt, als du ihm den Aufsatz zeigtest?"

Sohn: „Ich würde von Tag zu Tag dünner, hat er gesagt!"

EL MAS CAPAZ SOBREVIVE.—Tres médicos aseguraron á X. que no viviría hasta el fin de la semana. Eso fué cinco años ha. La semana pasada X. asistió al entierro del último de los tres.—*El Diluvio*.

Von seinem Standpunkt.

Professor (erinnarend): „Sagen Sie, Herr Kandidat, welche halten Sie für die wichtigste Erfindung, von allen denen, die bisher gemacht wurden?"

Kandidat (herausplayend): „Die Leihhaus, Herr Professor!"

"LES COMMENT?"—"Comment va votre femme?"

"Je n'en sais rien."

"Comment?"

"Il y a dix ans que je n'ai vu son visage."

"Comment?"

"Elle se peint!"—*L'Intransigeant*.

Fräulein: „Bitte, Herr Professor, erzählen Sie uns doch etwas von Ihrer Ferienreise—so zum Beispiel, was Sie auf derselben interessantes gesehen haben!"

Professor: „Im ganzen 122 unorthographisch geschriebene Firmen-Tafeln!"

IN UNA SCUOLA FEMMINILE.—Professore: "Signorina Irma, quale fu la conquista principale di Alessandro il Grande?"

Irma: "Statira, figlia di Dario."—*La Gazzetta Piemontese*.

In der höheren Läderschule.

Lehrerin: „Nennt mir berühmte Liebespaare!"

Erste Schülerin: „Romeo und Julie."

Zweite Schülerin: „Tristan und Isolde."

Dritte Schülerin: „Paul und Virginie."

Lehrerin: „Wer weiß noch Eines?"

Die kleine Emmy: „Eduard und Kunigunde!"



Primary Teacher (*in ecstasy*):—The young professor gave me these flowers and said they told his story.

High School Teacher (*who has met with disappointments*): My child, he only meant that you should pay more attention to the study of botany.

Primary Teacher:—But do hearts belong to botany?

High School Teacher:—Yes, and sometimes to mineralogy.